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AUTHOR Brown, Drucilla, Comp.
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ABSTRACT

This handbook, intended to accompany the Illinois Test of Psycholinguistic Abilities, describes numerous remedial and developmental activities for perceptual motor and psychomotor skills. Observable classroom behaviors associated with various perceptual motor and psychomotor disabilities (visual-motor channel disability, auditory-vocal channel disability, decoding process disability, association process disability, encoding process disability, auditory-vocal automatic disability, and sequencing disability) are identified, along with suggested individual and group teaching techniques. Discussed are remedial and developmental activities designed to improve auditory reception, visual reception, visual sequential memory, auditory association, auditory sequential memory, visual-motor association, verbal expressions or encoding, manual expressions, motor coordination and perception, visual closure, and grammatic closure. Activities such as the following are recommended: associating directional movements with drawing of a line on chalkboard or paper (visual reception), tracing dot-to-dot pictures (visual sequential memory), asking cause and effect questions related to noise making activities (auditory association), making scrapbooks on a certain theme such as facial expressions, furniture, or toys (visual-motor association), and role playing with homemade costumes, situations or puppets (verbal expressions). Records, tapes, and books related to the above disability areas are listed in the appendixes.
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**HANDBOOK
OF
REMEDIAL OR DEVELOPMENTAL ACTIVITIES
TO
ACCOMPANY
THE ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES**

1972

**Jackson County School Board
Marianna, Florida**

Robert E. Childs, Superintendent of Schools

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D. C. Sellers, Coordinator of Federal Programs

Joan Gesslein, Director of Special Programs and Services

Reola Bryan, Title I Program Supervisor

Compiled by: Drucilla Brown
Learning Disabilities Teacher
Jackson County School Board

Sources of Materials Used:

The majority of the teaching activities contained in this handbook were suggested and/or compiled by a group of teachers and speech therapists in California. They came to us via Margaret Odden, Title I Speech Therapist with the Jackson County School Board. The handbook also contains the suggested activities included with the Illinois Test of Psycholinguistic Abilities, published by the University of Illinois Press, Urbana, Illinois, and activities compiled by Douglas Wiscmon, University of Illinois, submitted by Joanne Patrick, Speech Therapist with the Jackson County School Board. The section titled "Psychoeducational Diagnosis: A Derivative of Classroom Behavior" was written by Jeanne McRae McCarthy, Director of Diagnostic Services, Schaumburg, Illinois.

PSYCHOEDUCATIONAL DIAGNOSIS

A DERIVATIVE OF CLASSROOM BEHAVIOR

Jeanne McRae McCarthy, Ph.D.

Community Consolidated School District 54
Hoffman Estates, Illinois

TYPE OF DISABILITY

Visual-Motor Channel
Disability (Auditory Learner)

<u>Observable Classroom Behavior</u>	<u>Teaching Techniques</u>	<u>Individual</u>
"Strauss Syndrome" child	<u>Group</u> Phonetic method of reading.	Exercises to train visual-motor abilities.
Reversals of b, d, p, q, u, n, when writing beyond C.A. 7 or 8.	Encourage oral responses.	See-quees for V-M sequencing.
Inversion of numbers when writing (17-71), as reversals.	Utilize stimulus-reduction to reduce hyperactivity.	Train visual discrimination.
Mixed Laterality.	Color cues to reduce perservation.	Train laterality.
Awkward motorically, frequently tripping over own feet, bumping into things.	Book marker to block out all but one line to reduce distractability.	Train body-image.
Poor motor coordination.		
Hyperactive, short attention span, perseveration.	Tape record lesson whenever possible.	Use Ray Barsch's Movegenic Curriculum.
Can give correct answers when teacher reads a test to him, but will not sit down and put them on paper.	Present material on records, permitting oral answers.	Use Kephart's techniques. <u>The Slow Learner in the Classroom.</u>
Poor handwriting, artwork, drawing.	Give test orally, with teacher writing answers.	Use Language Master or tape recorder extensively.
Poor performance on group tests of intelligence or achievement.	<u>Strauss-Lehtinen: Psychopathology and Education of The Brain-Injured Child.</u>	Tape record homework answers and type child's responses.
Seems brighter than tests show him to be.		
Poor perception of time and space.		
Gets lost easily. Can't tell time.		
May have vision problems.		

TYPE OF DISABILITY

Auditory-Vocal Channel
Disability (Visual Learner)

Observable Classroom Behavior

Teaching Techniques

Group

Individual

-May have a speech problem.

-Look-Say Method

-Teach auditory
discrimination.

-May sequence sounds or
syllables oddly.

-Sight words.

-Flash cards.

-Teach Sound
blending.

-May use "small words"
incorrectly.

-Configurational
Clues.

-Introduce phonics
using Gillingham
Method.

-Seems not to listen or
understand.

-Context Clues.

-May watch teachers face
intently, trying to lip
read.

-Use exercises to
train 5 auditory-
vocal channel
abilities.

-May seem shy, rarely
talks in class.

-Responds in one word
sentences.

-Can follow instructions
better after he has been
shown rather than told.

-Cannot learn rote-memory
tasks such as alphabet,
number combination,
telephone number,
address.

Seems to be less intelli-
gent than I.Q. tests
indicate.

-Can "do" many more things
than teacher would expect,
i.e. fix electrical cords,
put puzzles together,
figure on abacus, etc.

TYPE OF DISABILITY

Decoding Process Disability
(Does not understand the significance
of what is seen and heard)

Auditory

Observable Classroom Behavior	<u>Teaching Techniques</u>	
	<u>Group</u>	<u>Individual</u>
Does not understand what he hears.	Use short, 1 concept phrases.	Train listening skills.
Poor receptive vocabulary.	Ask short questions.	Increase vocabulary.
Cannot carry out directions.	Use experience charts in reading.	Give increasingly more difficult oral instructions and problems.
Cannot identify sounds correctly.	Give visual clue whenever possible, i.e. gestures, written material, etc.	Write from dictation.
	Use visual aids whenever possible.	"Simon Says" kinds of games.

Visual

Does not enjoy pictures or books.	Allow child to auditorize whenever possible.	Train ability to label, describe, using simple pictures or objects.
Does not understand what he reads.	Use phonic method of reading.	Use simple visual aids for practice.
Cannot describe what is happening in a picture. May only be able to label objects.	Check comprehension carefully, giving auditory clues.	Identify colors, letters, numbers, etc.
Cannot categorize pictures.	Permit child to use records, tape recorder, or other method of auditorizing material to be learned.	

TYPE OF DISABILITY

Association Process Disability

(Does not manipulate linguistic symbols internally)

(Does not relate what is seen and heard to what has been stored)

Auditory-Vocal Association

Observable Classroom Behavior

Teaching Techniques

Group

Individual

Low score on Similarities Sub-test of WISC.

Ask 1-concept questions, eliciting several short answers.

Train his ability to find common characteristics.

Poor concept formation in verbal responses.

Accept concrete answers.

Practice finding differences or similarities.

Has problems with abstract reasoning.

Supplying more abstract for him.

Categorize or classify objects.

Will raise his hand but give a foolish answer.

Provide visual cue where possible.

Identify incongruities in stories.

Is very slow to respond. Needs time to mull over a question.

Give ample time for response.

Use Continental Press materials given auditorily.

Does not comprehend directions.

Give child a written question to think about before answering.

Has never enjoyed being read to.

Visual-Motor Association

Cannot handle primary workbook tasks.

Permit him to trace correct responses first.

Train the ability to classify.

Concept formation poor on standardized tests.

Provide an auditory cue.

Short objects, pictures by use, shape, size, color.

Does not comprehend what he reads.

See-ques Story Cards.

Cannot tell a story from pictures. All he can do is label objects in the picture.

Incongruities in pictures.

TYPE OF DISABILITY

Endcoding Process Disability
(Does not express ideas in words or gestures)

Vocal Endcoding

<u>Observable Classroom Behavior</u>	<u>Teaching Techniques</u>	
	<u>Group</u>	<u>Individual</u>
Shy, seldom talks in class.	Provide opportunity and time for oral responses.	Practice speaking in sentences.
Responds with one-word answers.		Give definitions.
May talk a lot, but expresses few ideas.	"Show and Tell" may require much help from teacher.	Discussions.
	Give visual cue to help child describe events.	Ask child to describe motor acts.
	Encourage oral reports, but with use of notes permitted.	Encourage imitation of tutors speech.

Motor Endcoding

Poor motor coordination.	Trace as much as possible.
Poor at "Simon Says" when words are omitted.	Encourage child to draw.
Has trouble imitating other children in games.	Imitate teachers movement.
Poor at "Charade" type games.	Charades.
Seldom communicates with gestures.	Teach child to button, zip, tie.
Handwriting, drawing is very poor.	Kephart's exercises.
	Barsch's Program.
	Physical education.
	Imitate tutors actions.

TYPE OF DISABILITY

Auditory-Vocal Automatic Disability
(Does not learn automatically
from hearing language structure
over and over)

Observable Classroom Behavior

Teaching Techniques

Group

Individual

Mispronounces words commonly used.

Encourage imitation of teacher's phrases.

Choral reading or speaking.

Does not use correct plural endings for such words as mouse, man, etc.

Provide records to memorize (short poem).

Direct repetition of proper syntax.

Does not use correct verb endings for past and progressive tenses.

Provide visual cues whenever possible.

Language Master.

Makes grammatical or syntactical errors which do not reflect those of his parents.

Check sound-blending abilities before pressing phonics.

Hegge-Kirk-Kirk

Remedial Reading Drills

Work on sight vocabulary.

Use incomplete sentences.

May have related automatic disabilities in concepts of time and space, or in sound-blending.

Check visual closure abilities.

TYPE OF DISABILITY

Sequencing Disability
(Cannot remember sequences
of non-meaning stimuli)

Auditory-Vocal-Sequencing

<u>Observable Classroom Behavior</u>	<u>Teaching Techniques</u>	
	<u>Group</u>	<u>Individual</u>
-Can't remember what he hears.	-Permit child to use visual cues.	-Memory training exercises.
-Doesn't know alphabet by heart.	-Have him write as he memorizes.	-Teach words in series.
-Can't count.	-Use short, 1-concept sentences.	-Have child learn simple finger-plays.
-Can't memorize multiplication tables.	-Use visual aids.	-Language Master Program.
-May not be able to memorize First Communion prayers or hymns.		-Repeat sentences verbatim.
-May not know address, telephone number.		
-Can't remember instructions.		

Visual Motor-Sequencing

-May misspell even own name after adequate practice.	-Permit child to use an auditory cue.	-See-Quees-picture.
-Can't write alphabet, numbers, addition and subtraction facts, or multiplication tables.	-Permit him to trace when possible.	-Copy sequences of beads, blocks, etc.
-May recognize a word one day and not the next.	-Use audio-visual aids whenever possible.	-Reproduce patterns.
	-Flash cards to be traced.	-Solve mazes.
		-Join dots to make patterns.
		-Teach copying.

I. AUDITORY RECEPTION

Remedial or Developmental Activities

1. Following directions time, such as movement of the body to auditory cues (Simon Says), concepts of under, over, beside, on-top-of, etc.
2. Listening time, children close eyes and identify clapping hands tapping feet, knocking, snapping fingers, whistling, coughing, crying.
3. Identification time, children hear record or tape and identify (discriminate) gross sounds such as train whistles, rooster crow, auto horn etc.
4. Rhyming time, discrimination reinforcement of rhyming words bat, cat, fat, sat etc.
5. Story time, children listen to story such as "Billy Goats Gruff" then discuss the plot, perhaps act it out.

Listening Aids Through the Grades by Russell; Listening Games by Wagner, Hasler, and Blackman. These books feature exercises in:

1. Auditory discrimination
 - a. Listen to note on piano, then indicate if following note is lower or higher.
 - b. With eyes closed listen to sound of object such as pouring water, crushing paper, abacus or broom, then identify.
 - c. Listening for initial consonants. Teacher says, "Listen for words that begin like (milk). Clap when you hear one. If you clap at a word that does not begin with (milk) then you must sit." She then says, "my, much, house, man etc."
 - d. Tell story such as "Old McDonald had a Farm" using some incorrect animal sounds. Children must catch the errors.
2. Comprehension
 - a. Use of "Tall Tales." Teacher tells brief adventure story containing absurd statement. Children will recognize and discuss.
 - b. Children will give "Thumbs Up" sign in reaction to short sentence which answers the question "How?". Teacher reads list of sentences:

Henry reads very well.

The dog barked loudly.

A turtle crawls slowly.

The merry-go-round goes round and round.

(May be too difficult for first grade children).

3. Following Directions

- a. One child is selected to "cross the road". The other children close eyes. Leader then hops, walks, runs or jumps across the room. He then asks how he got across the road. The next leader is chosen from those who respond correctly.

- b. Children follow oral directions to be the "Curious Traveler".

The traveler stood up. (Children stand)

He looked to the North.

He looked to the South.

He looked to the East.

He looked to the West.

He then turned around and faced the North.

Then the East, West, and South.

He then stood on tiptoe to see over his neighbor's fence.

He smiled at what he saw and sat down.

4. Descriptive Terms

- a. Children describe a small, hidden object, such as a top, bracelet, comb, ribbon. "I have something in my pocket that winds up and spins, what is it?" The class must listen for descriptive terms.

- b. Older children (grades 2-5) like to listen for descriptive words. Poems are read such as:

1. "Firefly" by Elizabeth M. Roberts.

2. "White Season" by Francis Frost.

3. "Stopping by the Woods on a Snowy Evening" by Robert Frost.

4. "The Hairy Dog" by Herbert Asquitt.

5. Interpreting Sounds About Us

- a. Primary Grades enjoy "Hen and Chickens". A child is selected to be Mother Hen, then leaves the room. The teacher designates several children to be "chickens". All children put heads down and cover mouths. Mother Hen returns and her "chickens" begin to peep. Mother Hen taps those children who are peeping.
- b. Children close their eyes while the teacher bounces the ball (4 times). She chooses a child to answer, "You bounced the ball 4 times." If correct, the child may have the next turn. Variations: The ball may be bounced twice, then a pause, then bounces 4 times. The child answers, "2 and 4". This may also be adapted to number concept of adding.

Kirk utilized several remediation techniques in The Diagnosis and Remediation of Psycholinguistic Disabilities (1966). At the six-year level this three part program was used:

1. Detailed conversations, based on specific topics of interest to the child, in which he was asked to reply to the comments of the tutor, thus requiring decoding.
2. Answering questions about material which was read aloud to him after his attention and concentration had been obtained.
3. Demonstration of understanding of material read aloud to him by choosing the correct word (from several presented auditorily) to meaningfully replace a particular phrase from the story.

Kirk also recommended the development of word attack skills using phonics instruction. This was followed by drill in sound blending. Another approach was the direct teaching of decoding concepts such as:

1. Hiding game using "up" and "down".
2. Use of drum to teach loud and soft.
3. Telling of "The Three Bears" to teach big and little.
4. Following directions to teach under, over, on.
5. Number concepts to teach counting games.

Kirk also recommended these Auditory Discrimination exercises:

1. Describe differences of sound with eyes closed.
2. Phonic drill -- sounds of letters
3. Gross discrimination between unlike words.

4. Discrimination between isolated sounds.
 5. Sound blending practice with phonemes and syllabicated words.
- A. Activities with Tape Recorder
1. Prepare tapes which names several easily drawn nouns. Children listen and draw the object. Gradually increase the complexity of the description, i. e., a small house with three windows and a tall door.
 2. The same kind of tape can be prepared describing designs of geometric figures.
 3. Prepare a tape with various noises and sounds in the background. Then record again, superimposing words throughout the noise. Ask the children to listen and write down the words they hear.
- B. Vocabulary games such as Password are helpful in developing a workable use of adjectives and adverbs.
- C. Provide means by which children must be constantly listening. A series of quick oral questions following a reading lesson, with children answering "yes" or "no" by holding up cards. This procedure will hold their attention better than each child answering one question.
- D. Read a short paragraph aloud and then ask a series of brief questions requiring recall of details and more involved comprehension. Train the children to listen by requiring every child to participate in every question.
- E. Build vocabulary through categories:
1. Go around the room asking each child to name an animal, a state, a flower etc.
 2. A "category bee" can be played like a spelling bee. The children take turns naming objects in a certain category, they must take their seat when they fail to supply a word, the last one standing is the winner.
- F. Build vocabulary by playing analogy games. A hammer is like a saw because _____. An apple is like a peach because _____. When classifying pictures, objects or words, help the children to verbalize the principle of categorizing.
- G. Work on pairs of words -- opposites, synonyms, homonyms. Have the children match them, illustrate them, etc. to help form associations.

General Suggestions for Improving Auditory Reception

1. Have the children listen to sounds inside and outside the classrooms, identify, discuss (are they big sounds or little sounds, made by something big, little, alive, mechanical?).
2. Try out the child's knowledge of prepositions, i.e., under, in, over, out etc. The children would follow the teacher's directions, "Put the ball in the cupboard"; Jump over the ball."; "Put the ball under the table."
3. The teacher recites a familiar nursery rhyme; she pauses and allows the child to supply appropriate word or complete the sentence.
4. Have the child tell if a pair of words sound the same or different i.e., see-she, me-me, life-like etc.
5. Require pupils to answer questions about material read aloud to them. Work from simple to complex. First ask questions about a sentence, then phrase, then short stories.
6. Have children identify objects or situations described by the teacher.
7. The teacher defines a word and has the child redefine it in his own words.
8. Check child's understanding of material read by the teacher. Have the child choose the correct word, from several presented orally, to meaningfully replace a particular phrase from the story.
9. Use detailed conversations based on specific topics of interest to the child, and require response to comments made by the teacher in order to demonstrate decoding abilities.
10. Read aloud two sentences and the child is to identify them as meaning the same thing; e.g. "The boy is trying to bail water from the boat." "The water in the boat must be removed by the boy."
11. "Yes - No - Maybe" questions; e.g. "children should have shoes." "All women need a washing machine." This barber gives the best haircut in town." "A red light means GO!"
12. The child is to identify the inappropriate word in a sentence read aloud; e.g. "The boy walked quickly over the cloud."

II. VISUAL RECEPTION

Remedial or Developmental Activities

Visual Reception is a representational level function involving understanding what is seen. On the ITPA, it is measured by the picture identification technique of selecting the most nearly identical picture to a previously exposed picture.

Developmental or remedial activities include:

1. Many art activities, such as drawing or cutting forms and designs which are exhibited by the teacher; filling an outline or "dot to dot" drawing; pointing out an object or one of a class of objects from picture or assortment of actual objects.
 2. Give the child a picture with instructions about looking for specific items or ideas.
 3. Use pictures for sorting by categories. "Dictionaries" may be indexed in specific classifications and will correlate well with social studies units used by upper grades.
 4. Say words or sentences with lip movements only and see if the child can decode visually what is said or follow directions given. Write words or sentences in the air and see if the child can tell what was written.
 5. Using picture cards with which the child is familiar, expose only a small portion of one card. See if the child can guess which card is being held.
 6. Use cardboard tubes to sight and describe objects in the classroom.
 7. Magnifying glasses or microscopes are interesting materials to the child. Describe in advance what he would look for, and then have him describe how he actually sees the object magnified.
 8. Size, form, and color can be utilized in visual decoding skills. Parquetry blocks, using either form or shape or both; felt numbers, letters, or figures; outlining boundaries between figure and ground with a black crayon; and color and number exercises with the Cruisenaire Rods all strengthen visual decoding skills.
 9. Further evaluation may be necessary with the Frostig Developmental Test of Visual Perception. Specific remedial workbooks, ditto masters, and suggestions to the teacher are available in the Frostig remedial program.
- For further information: Jo Bush's Aids to Psycholinguistic Teaching (Merrill), and Robert Valett's The Remediation of Learning Disabilities (Fearon Publishers).

Visual Reception (Visual Decoding)

The Kephart perceptual training program and the Frostig Program for the Development of Visual Perception present an extensive and definitive plan for remediation of visual perceptual deficits and include specific detailed techniques. The following are techniques which may be utilized for specific deficits:

Position in Space

1. Body Image, Body Concept and Body Schema

- a. Child touches various parts of his body as they are named; legs, arms, hands, fingers, head.
- b. The above is repeated with child in different postures.
- c. Locate and count the different parts of the body on themselves, on each other and on a doll. Discuss the function of each part.
- d. Have the child identify and name the following parts of the body. Arm, chin, ear, eye, finger, foot, head, leg, mouth, nose, teeth, thumb, toes, tongue. Later add: ankle, elbow, hair, hand, face, fingernail, heel, jaw, lips, neck, shoulder, skin, wrist.
- e. Directional Body Movements: associate directional movements with drawing of line on the chalkboard, later on paper. Draw lines up (away from the body), down (toward the body), out (away from the body), and in (toward the body).
- f. Imitation of Movements (Kephart) and "Simon Says" games. Use simple movements involving arms only at first, then add other parts of the body movements for the child to imitate.
- g. A human figure may be drawn on the chalkboard while the child touches his own part of the body as it is drawn.
- h. Child may complete a partially drawn figure.
- i. Obstacle Course: Child may climb on a chair, jump over a block, crawl under a table, go around a desk, stand in a box, step out of a circle, step over a yardstick across the seats of two chairs, squeeze through a narrow opening without touching (two chairs back to back)
- j. The child may imitate various body positions as seen in pictures as in Frostig.

2. Laterality - differentiation of right and left.

- a. Identification of right or left hands or feet from pictures. (Frostig)
- b. Identification of right or left sides, other body parts from pictures.
- c. Following directions, "Simon Says" game, "Hokey Pokey" song all may be used to develop identification of laterality.
- d. Stepping stones: red and black squares of cardboard are placed around the room in a pattern (Kephart). Child is to place his right foot on the red squares and his left foot on the black squares as he walks on all the squares. The right and left foot may be identified by red and black ribbons respectively at first.

3. Form placement in space.

- a. Child may place cut out facial features on an oval of paper.
- b. Child may assemble puzzle at human figure parts.
- c. Forms, such as squares, triangles, rectangles, may be arranged so that they all stand on a corner or a specific side. Blocks may be similarly manipulated.

Visual Motor Coordination - the ability to coordinate vision with movements of the body or with movements of a part or parts of the body.

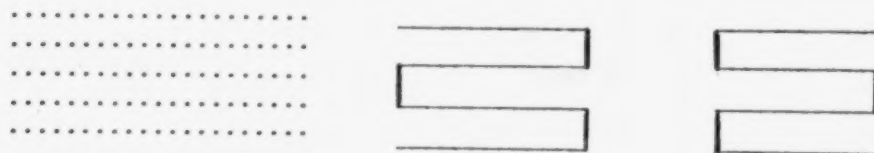
1. Ocular Pursuit

- a. Drive a thumbtack into the eraser of a common pencil so that the head of the tack is paralalled to the length of the pencil. Hold the pencil in front on the child's face. Maintaining about a 20 inch radius, move the pencil slowly and laterally to right and left. The child is to hold his head still and follow the movement of the tack with his eyes. Move to about 18 inches in each direction. Movement should be consistent and smooth. (Kephart)
- b. Repeat above exercise using vertical movement, then diagonal movement, then rotary movement, then repeat with each eye separately. (Kephart)
- c. Marsden Ball (Kephart) a rubber ball is suspended by a string from the ceiling. The child stands at arm's length directly in front of the ball. The ball is set in motion and the child must thrust out his finger and touch the ball when directly in front of him, with the starting point of the thrust varying from shoulder level, eye level, and hip level. Start with a horizontal pendulum swing, then a fore and aft swing. Progress to bunt the ball with a bat.

- d. Any game or sport involving visual following of a moving object , i.e. ball sports, rolling marble games, if they are large enough for sufficient range at eye movement (up to 18 inches).
- e. Chalkboard "Road" (Kephart) is drawn on the board with the flatside of chalk. The child uses a plastic vehicle to drive along the road. The road is straight at first, then curved.
- f. Clock Game (Kephart) A clock diagram about 18 inches in diameter is drawn on the chalkboard. Child is to place his hands on two numbers, then bring his hands to the center simultaneously. Kephart has a schedule of movement combinations in order of difficulty.
- g. Scribbling - chalkboard (Kephart) The child is to trace over patterns of movement to develop awareness of motor movement which stands for a meaningful concept. Tracing develops a permanent record of movement.
- h. Lazy Eight - trace over a large "8" on a chalkboard. Helps to establish visual control of a motor act.
- i. Use stencils, patterns, and worksheets to develop motor control. Trace inside stencils and around patterns. (Fehr)

2. Directionality

- a. Dot to Dot: Teacher makes a dot on the board. Child places chalk on the dot. Teacher places second dot at random on the board. Child draws from first dot to second dot and does not remove chalk from the board. Teacher continues making dots always waiting until the child has completed drawing his line. (Kephart)
- b. Dot to Dot: use dashes at first for child to connect.
- c. Dot to Dot: use worksheets with simple design, i.e.



- d. Progress to dot to dot pictures and games.
- e. Directional differences: Lay out four identical books, three facing in one direction and the fourth reversed; have pupil point out and comment on difference. Extend directional exercises with papers, pencils, nails, etc.

3. Fine Motor Coordination

- a. Cutting: progress from cutting a fringe from a piece of paper, to cutting off corners, to curved lines, to a variety of angles, to combinations on angles and curves.
- b. Cutting: use magazine pictures; outline forms; have child cut out on lines. Use simple lines at first and have strong figure ground relationships.
- c. Pasting: placing exercises should precede pasting, i.e. matching forms to shapes.
- d. Tracing and coloring: trace and then color shapes that gradually increase in complexity of outline.
- e. Copy forms: begin with a circle and use a template pattern. The child may run his finger around the template, He then may trace using the template, then trace without using the template, then copy the circle, then reproduce the circle, then varying by size, outline quality, directions, hands.
- f. Copy forms: follow above procedure and copy cross, triangle square, rectangle, diamond, letters, words.
- g. Fingerpainting: for comparison of patterns, and colors, and for matching patterns. (Kephart)

Form Constancy - The ability to perceive an object as possessing invariant properties, such as shape, position and size, in spite of the variability of the impression on the sensory surface. Brightness and color may also be perceived as constant.

1. Color

- a. Using the Peabody Language Development Kit, the child is supplied with several color chips. A color card is shown and the child matches the color chip to the card.
- b. A color card is shown and the child names the color. He then names all the objects in the room which match the color. (PLDK, 1965)
- c. Each child is supplied with a complete set of color chips which he uses to recreate a chain of color chips according to various models.
- d. Child matches colored chips to food of the same color in food picture cards. Child names food and color.

2. Size, shape, position

- a. Pegboard may be purchased or made (Kephart, 1960). Child may copy forms, such as straight lines (Near the edge of the board at first), made on second pegboard.
- b. Matchstick figures: child copies premade matchstick forms which have been glued to wood or cardboard. Forms may consist of square, double square, triangle, diamond, and the following: (Kephart, 1960).



- c. Number recognition: child identifies number cards by name (PLDK, 1965).
- d. Child identifies household cards (PLDK, 1965) and tell who may use the object and how.
- e. Child matches capital letters to an identical letter in a row of letters. Process is repeated with lower case letters. (McKee and Harrison, 1962)
- f. Match a set of forms or pictures to others on a page. Later use similar forms with different colors and match for shape.
- g. Use sets of felt animals, flowers, birds, etc., with two or three alike and one different. Forms may be placed on a flannel board and the child selects like forms.
- h. Describe a common object as completely as possible. Ask questions such as:
 - How big is it?
 - What color is it?
 - What is the shape of it?
 - What do you do with it?Items may include a ruler, a pencil, a crayon, a chalkboard eraser, a book, etc. (PLDK, 1965)
- i. Choose 2 boys and girls to stand in front of the group. The group is to see similarities and differences by answering questions, such as:
 - Are all 4 of these children girls?
 - Are all 4 of these children boys?
 - Are all 4 of these children dressed alike?
 - How are the boys dressed differently from the girls?(PLDK, 1965)

- j. Worksheet: Child is to identify an animal, flower, bird, etc., in a box at the top of the page. He is then to color all other similar figures on the page. (Figures may have different positions, sizes, shapes). (Llorens, 1966)
- k. Speech Rummy: Use about twenty pairs of duplicate picture cards for two children. Six cards are dealt to each and each child plays in turn, and lay all matching pairs of cards on the table. He then draws a card from the stack and if a pair is made, he lays it down and draws again until he no longer forms pairs, and he discards a card face up beside the stack. The other player repeats and the game continues until cards in the stack are exhausted. (Bryngelson and Glaspey, 1962)
- l. Lotto games of many types may be used.
- m. Old Maid games of many types may be used. Spider (Bryngelson and Glaspey, 1962) consists of pairs of duplicate picture cards (or form, or color) with one odd card (spider). Cards are dealt and each player lays down pairs and draws one card from player to the right. When all pairs have been laid down, the player holding the odd card is the Spider.
- n. Scrapbooks may be made with categories of objects for each page.
- o. Classification: from a selection of cards with pictures of similar objects, child may sort according to use, placement, etc. (PLDK, 1965) i.e. from the 35 household cards the child may sort:
 - All things found in the living room
 - All things found in the kitchen
 - All things found in the bedroom
 - All things found out of doors
 or:
 - All furniture
 - All things used to clean the floor
 - All things used to help keep us clean
 Food cards may be sorted according to breakfast, snacks, etc.
- p. For children having difficulty in translation of a three dimensional plane to a two dimensional plane and vice versa: child may select blocks of different shapes to match pictures of same shapes. Later child may identify picture of simple objects constructed of blocks. (Frostig, 1964)

Spatial Relationships - the ability of an observer to perceive the position of two or more objects in relation to himself and in relation to each other.

1. Positions: child should be able to place objects in relation to each other before attempting more difficult problems, i.e. he should follow directions:
 - a. Place the red block in front of the green block; place one behind the other; place one on top of the other, etc. (Frostig, 1964)
 - b. Cut out pictures and paste on heavy cardboard. Cut a straight line through the middle of the card so that the upper half is exactly equal to the lower half. Child must match the halves of the pictures. Later cut pictures into fourths, eighths, etc. (Kephart, 1960)
 - c. Formboard patterns as in Form Constancy except that forms are to be made from patterns on paper. (Frostig, 1964)
 - d. Black designs made from patterns on paper. (Frostig, 1964)
2. Classification
 - a. "I Spy..." game. The child says, "I see something (color)". The others guess. (Llorens, 1966)
 - b. The clothing cards (PLDK, 1965) are presented. The child identifies and classifies each card according to whether the article is worn by a man or a woman. The cards are then replaced and reclassified according to questions, such as:

Which do we wear on our hands?
Which do we wear on our feet?
Which do we wear at night?
 - c. The fruit and vegetable cards (PLDK, 1965) are presented, identified, and classified according to meal, color, taste, etc.
 - d. A scrapbook may be made with pictures to illustrate facial expressions, such as happiness, sorrow, anger, etc. Provide as much or as little writing as the child can handle. Try to have the child "read" his scrapbook to others so he has an opportunity to explain his choices.
 - e. A scrapbook may be used to illustrate descriptive words, such as "slowly", "delicious", "energetic", etc.
 - f. A scrapbook may be used to illustrate sentences, such as:

_____ is light.
_____ is heavy.

- g. Descriptions: (PLDK)
Enumerate the kinds of things that can describe a person. The child may describe himself to the group. The child may describe himself on a tape recorder and may stand and gesture during playback.
- h. Film strips, movies, TV programs:
The child may interpret a single frame of the film strip, or report on a TV program. Questions should be asked to guide viewing and help him to see important relationships. (Santa Clara Dept. of Special Services)
- i. Directions may be given in complete gesture form by the teacher for the child to follow.

3. Synthesis

- a. The child may complete many different activities by means of following a pattern, such as:
 - Building models
 - Carving designs or forms
 - Woodworking
 - Cooking
 - Reading maps
- b. Puzzles: Use commercial puzzles with form or picture more striking than shape of individual pieces, so that the child will use the entire shape of the piece to solve the problem. Figures should be sharply defined. Emphasis should be on picture-figure, not pieces and forms themselves (whole rather than detail.) (Kephart, 1960)

Figure Ground Perception - the ability of an observer to perceive a prominent object or set of objects as a focus of attention, and to delegate less important objects to the background.

1. Classification:

- a. The child should point out various categories of objects, such as round things, red things, etc., in a room or play yard. They then may pick out specific objects, such as a particular book, picture, or toy. As the exercise continues objects should be less and less conspicuous. (Frostig, 1964)
- b. The child is given a number of plastic toys consisting of two identical types. The child is to place identical toys in separate piles. The task may be complicated by addition of categories, increasing the number of toys, using items identical except for color, size, etc.

- c. The child may be asked to find one different item in a group of like items, i.e., a square button in a box of round ones, a large block among smaller blocks, a green marble among blue ones, etc. (Frostig 1964)
- d. Sorting: child may sort objects of two or more types which are together. Objects may be sorted as to shape, size, color, and texture. (Frostig, 1964)
- e. The good cards (PLDK, 1965) showing the components of a good dinner may be presented. The children may name the foods. Individuals may pantomime the eating of specific foods and have the group identify by action the food being eaten.
- f. The child should be asked to select items from boxes containing many different items. At first the items in the boxes should differ greatly from each other, but later the differences should be minimal. (Frostig, 1964)
- g. Prepare short question papers about certain places and ask the child to go there, observe, and record the answers. (Santa Clara Department of Special Services) Questions:

How many doors lead off the main hall?

How many windows are in our room?

How many trees are in the front school yard?

- h. Classify animals according to how they move (fly, move on two feet, move on 4 feet, crawl, hop, leap, climb, swim, etc.) Classify animals according to how they live: on land, in water, land and water, air and land, air and water. (PLDK, 1965)
- i. Child may think of all ways clothes are fastened. He may then think of how clothes that he is wearing are fastened. He may name all clothes that have no fasteners. (PLDK, 1965)
- j. Think of all the different things to see while walking downtown, to school, to the store, etc.

2. Discrimination

- a. Gross differences: point out varied objects in classroom, yard, field trip, and comment on visual differences; child is then required to review objects visually and elaborate on differences.
- b. Treasure hunt: the child may follow clues to a "treasure".

- c. A story of a description of a series of pictures in a book may be taped. The child may look at the pictures and point out details mentioned on tape. This will help him to understand what to look for in a picture.
- d. "Wake up": one child hides his eyes while another child points to an object in the room. He tells the child to "wake up" and find the selected object. A system of telling the child if he is "hot" or "cold" may limit the game. (Bryngelson and Glaspey. 1962)
- e. Many "hidden pictures" games may be found in children's magazines and books. Forms are hidden by use of indefinite outline and lines in common with background.
- f. Common objects may be hidden around the room and the child informed as to the type of object hidden. All objects are to be plain sight and within a specific vertical range.
- g. Concrete objects: place pencil, clip, pen, pencil, stick, nail, and bolt on the table; present child with a second pencil and ask him to point out the other one that "looks similar to this one." Extend exercise with varied objects.
- h. Explaining the significance of action pictures; e.g. if the picture shows a farmer milking a cow, the child should discuss what is occurring and why.

III. VISUAL SEQUENTIAL MEMORY

Remedial or Developmental Activities

Visual Sequential Memory is the ability to correctly reproduce a sequence of symbols previously seen. On the ITPA subtest, pictures or geometric designs are presented to the child and then removed for him to duplicate.

1. Simple recall activities such as hiding objects around the classroom with the child watching. See how many he can find in a certain time allowance.
2. Place a series of objects on a desk or table. Give a certain exposure time, have the child look away, and remove one. Have him name or find the missing object.
3. Sequencing and copying hand signals, such as holding up one finger, two fingers, making a circle with the index finger and thumb. When the child can copy several, the teacher can pattern two or three for the child to copy in order.
4. Copy simple patterns, beginning with tracing the patterns if necessary, Mimeograph mazes to strengthen left to right progressions for tracing or following the pattern, or filling in the missing part.
5. Activities using felt or sandpaper numbers and letters often assist the child in visual sequencing. After number order is learned, let the child find a missing number from numbers in order. Let him look at a short series of numbers (or letters, or shapes), then remove one when he looks away. Then ask him to find the missing number (or letter, or shape) from a selection of several possibilities.
6. Pictures of activities which tell a story in sequence could be used, first telling the story aloud, then having the child sequence from visual association and memory only.
7. Tracing dot-to-dot pictures or letters of the alphabet give good drill.
8. Concentration cards and object games require visual retention.
9. Use transparencies with math forms, problems, spelling words, etc. Let the child view for a few seconds, then try to copy from memory.
10. Visual memory game, with one child as "it". He touches an object and calls on another child; that child touches the same object and then one more. Game continues until so many objects are touched that no player can successfully touch all objects in order.
11. Make patterns with wooden beads, buttons, color chips; let the child match with the model first, then take the model away and see if he can repeat the pattern.

12. Commercially published or homemade cartoon sequences from the Sunday comics are interesting for older children. Also commercial puzzles, from the simplest to the more complex, can be used.

Therapeutic Techniques

1. The development of discrimination and sequencing abilities in response to the presentation of visual stimuli through the use of manipulative materials.

- a. Manufactured items available through creative playthings, Inc.

1. Sensory aids

Design Cubes (blocks in a wooden box) AT746

Geometric insets (8 metal cut-outs $5\frac{1}{2}$ " square with matching insets) AJ114

Design stamps (rubber stamps laminated to 4 sides of wood blocks) AH016

2. Manipulative projects

Graded circles, squares, triangles in a form board AN100

Rubber peg boards and pegs AN111 and AN113 respectively.

Parquetry blocks AT263

3. Number Patterns

Number sorter (wooden dowels arranged in sequence from single dowel to five dowels which are inbedded in a 16" long board. Fifteen $2\frac{1}{2}$ " rubber squares fit over the dowels, AN120.

Sequence counter (numbers 1-10 are printed on a counting board; disc are placed on rods to correspond with printed materials numbers) AN347

4. Space Relations

Jumbo transparent geometric solids, AS715. Planes and solid geometric forms (wood) AN219.

Rubber oversized parquetry (100 equilated triangles) AT673

Geometric rubber mosaic tiles AJ115.

5. Language Arts: Matching and Sequence

See-Quees (a sequence story in the form of a puzzle; 4, 6 or 12 picture sets.

Match-ettes (10 inlay boards with objects and words; matching cards are paired below background illustrations) AA327.

Junior memory game (playees remember locations of matching cards) AA993

Match picture-match word games (2 sets: #1AA385 transportation, birds, animals; #2AA386 Boats, construction, flowers, fish, circus).

Match word wood puzzles (match object to word): AA681

Our Room; AA682 Girl; AA683 Boy; AA684 Farmyard.

Dolch Reading Readiness Card Games (3 games; picture and word matching involved) AA367.

- b. Formulated activities which assist in the development of visual discrimination and visual memory abilities.

- 1. Kirk

- a. Discrimination

- Work sheets with series of animal pictures; child is asked to select pictures that is different.

- Discuss likeness and differences of objects in a room.

- Cut up 1 of 2 duplicate pictures; child is to reassemble puzzle picture to correspond with whole picture.

- Object collections (sorting activities) matching words and pictures.

- b. Visual Memory

- Present objects in a series; remove some; children must tell which ones are missing. Draw a picture or pattern from memory.

- Shape and color games; match and arrange in a particular order.

- 2. Kirk

- a. The child may be asked to duplicate a series of blocks (towers or houses) by the teacher.

- b. The child may be asked to pick up blocks in a specific order and drop them down a long tube.

- c. Newspaper folding from memory, after watching teacher.

- d. Finding specific blocks which the teacher has hidden.
- e. Bead stringing--the teacher could set up a pattern and ask S to predict what bead would come next in the pattern.
- f. Practice in recalling objects, pictures, and people.
- g. Following mazes.
- h. Drawing in missing parts in pictures.
- i. Imitations of teacher's movements, rhythmic tapping, etc.
- j. Selecting cards in order.
- k. Treasure hunts.
- l. Ocular motor pursuit.
- m. Completion of pictures and geometric forms with missing parts.
- n. Drawing objects in sequence from memory.
- o. Exercises in the completion of words with missing letters or sentences with missing words.
- p. Words may be flashed for the child and then he can be asked to write these from memory.
- q. Bead patterns may be reproduced from memory, beginning with one shape and two colors, then using two or more shapes and two or more colors, each time working up to a sequence of eight blocks. Parquetry blocks can also be used. Some time can be spent learning sequence kinesthetically, (feel the object, say what it is with eyes covered, then review the sequence verbally before reproducing it with the beads of blocks.
- r. Worksheets on completion of patterns, spatial relations, positions of objects in space may be taken from the Continental Press Materials.
- s. Raised geometric shapes can be traced on a rubber pad. These may be cut out and arranged in specific orders from memory.
- t. The child could be asked to begin a dot-to-dot picture and to periodically stop and conjecture as to what the picture will be when it is finished (they can finish the picture to see an object).

3. Monroe

a. Discrimination

Picture matching.

Compare and contrast pictures.

Determinations of size: nested cubes, graduated towers, three bears.

Color: Touch something blue.

Children wearing red may skip.

Shape: Outlines and silhouettes; shadow forms; and cloud formations.

Position: Up and down; left to right; on and besides, etc.

b. Memory

Sequential pictures.

Present picture; remove; children tell story.

Close eyes and describe object in room.

Cover familiar object with cloth; have children guess what it is.

4. Russell

a. Discrimination

Match short sentences with pictures.

Match tiles with paragraphs.

b. Memory

Scrambled sentences.

Scrambled events (in sentence form) from stories.

5. Agranowitz

a. Discrimination

Present the child with a picture; instruct him to find something square, big, small, red, etc.

Match pictures with real objects.

Match letters in upper and lower case.

b. Memory

Following a piece of oral reading, randomly present series of pictures; child is to rearrange them in proper order and relate the narrative.

Klein employs dimensional transition in perceptual training to increase visual discrimination and memory. Special training devices such as gloves with magnets attached, blocks and form boards are utilized in this approach. The steps in sequential training involve:

- a. Use of three dimensional objects.
 - b. Experiences with flat manipulative two dimensional duplications of the same objects (transitional dimensions).
 - c. Experiences with pictures of the various objects.
2. The utilization of the subject's experiential repertoire in dealing with the discrimination and sequencing of visual symbols. A major proponent of this approach is Sylvia Ashton-Warner.

Ashton-Warner states that the first words a child reads as well as the first books in which he reads them "must have intense meaning for a child". They must be part of his being." This philosophy is implemented by the development of a key vocabulary, which consists of words selected by the child himself. Every day additional words are written on large, heavy cards and are given to the child. These words are placed within a sequential framework during the writing period. Again, the child is the one who integrates his words into his writing vocabulary. The word cards are used a third time when the child narrates a story to his teacher, who prints it on heavy paper and allows the child to illustrate it. Children read their own and one another's stories.

This form of reading is not an end in itself. Ashton-Warner characterizes it as a stepping stone to standard reading materials.

Briefly, this philosophy for the "teaching" of reading involves an indirect method of sequencing letters into words and words into sentences. Initially, the child creates his own symbolic sequences.

3. Analytical approach for the utilization of all sensorimotor avenues for the discrimination and sequencing of visual stimuli. Fernald is the major proponent of this technique.

At the onset of her retraining procedures, Fernald also allows her students to select their own symbol (word) sequences. These words are taught in a four-stage process. The first stage involves combined tactile and auditory contact with the word by simultaneously tracing and saying the word. In addition, the student writes the word once and incorporates the word in a story, which is immediately typed. The second stage omits the tracing activity. By the time the child reaches the third stage he is able to look at a word and say it before he writes it. At the fourth stage the child is able to recognize new words from the similarities they display to words he has already learned.

The implementation of this technique with children who show impaired visual sequencing ability would involve the inclusion of additional sensorimotor modalities (auditory, tactual-kinesthetic, visual-motor) in the retraining procedures.

A similar multi-sensory approach is suggested by Brueckner and Bond in the remediation of spelling difficulties. They suggest that spelling disorders vary. In some spelling disorders, weakness in word analysis may be a result of a lack of knowledge of letter sounds, an inability to blend sounds and other faults revealed by reading diagnosis. Treatment for these types should begin with procedures for overcoming reading difficulties and then be carried over into oral and written spelling.

In other spelling disorders, weaknesses are not associated with reading but with the inability to recall what the words look like, how it is pronounced and how the elements are spelled. A direct attack on the spelling difficulty is then suggested. In remediation, Brueckner and Bond suggest that emphasis be placed on the spelling of word elements and aiding recall by using visual auditory and kinesthetic imagery. First, the child must learn to associate sounds of single letters and their written symbols and then proceed to the study and writing of letters and phonograms. The process increasing in complexity until the child becomes familiar with the spelling of the great number of useful word elements necessary for spelling.

4. Spontaneous or random combination of sensorimotor modalities during retraining sessions.

Sensorimotor modalities are used in combination with one another as needed in order to convey as much information as possible relative to the learning task at hand to the student. The rationale on which this technique is based implies that the retraining of impaired modalities is enhanced when combined with the operation of more intact sensorimotor modalities.

IV. AUDITORY ASSOCIATION

Remedial or Developmental Activities

Auditory Association is a representational level function involving the association of what is heard with previously heard auditory stimuli; the ability to relate spoken words in a meaningful way. The ITPA subtest uses a familiar analogy-type test to measure the skill; for example, "Soup is hot, ice cream is _____".

1. Select objects or pictures representing "hard or soft", "large or small", "to work with or to play with". Give the child directions to select all of a certain category, or to bring the certain one requested.
2. Place a word associations, such as "think of all the things that would belong in a school room, or a kitchen, or a fishing boat", and "think of all the things that you can think of when I say "boy" or "school" or "Saturday".
3. Sentence completion games, involving listening to the stimulus word at the beginning of the sentence and then completing it by association; e.g., "ice cream is _____", "this summer I _____", "my favorite game is _____". This may be varied by seeing how many "right" answers the child (or class) could think of in a certain time frame, or by having the child tell something about why he selected a certain way to finish the sentence.
4. Verbal classification of objects, three or four that go together and one that does not (ball, bat, cow, mitt). Have the child answer verbally which go together and why the other does not.
5. Cause and effect questions, "what would happen if you clap your hands?"
6. Story completion: Begin a story and let the child supply the ending. Vary by having the child guess what could have happened if certain other things had happened in the story.
7. Relationships, opposites, common characteristics of familiar words for teaching new association of "brainstorming" periods. For relationships, name two items and have child tell in what category they belong: for opposites, see how many or how quickly he can think of opposites to familiar words; for common characteristics, tell how things are alike moving always from the concrete to the abstract.
8. Problem solving: "What would you do if you found a dime in the room?", increasing in complexity to such questions as "What would you do if you saw a fire truck coming toward your house?"
9. Concepts or analogy thinking: "A car is to a road as a boat is to the water".

10. Reading-Thinking Skills, published by Continental Press; Dr. Seuss books, riddle and rhyme books.

Remediation

In training inner language, Myklebust suggest that we must help the child to better relate to his environment. Toys representing familiar objects and experiences can be used. He is taught by "make believe" to integrate past experiences. Until he can engage in such behavior he is below the level where successful remediation can be begun. Associations must be made between experiences and words before inner language development can begin. He must learn the concepts and then the matching words. He may need to learn to associate sounds with the things that make those sounds. Records and tapes can be used to have him learn that birds make certain sounds, as do ringing bells, etc. He may need to see the actual object producing the sound before he can form this concept.

Remediation may have to begin at the visual-motor level with the use of objects that he can arrange in meaningful relation to each other. These can then be associated with the names belonging to them. If the child has skills in the visual-motor channel that are superior to his auditory-vocal skills, it may be helpful to use visual cues such as pictures and objects to help him gain these associations.

Before the child can begin to make associations and make meaningful relationships it may also be necessary for him to gain experiences with the concepts of words. He should learn time relationships such as, before, now, later. He can learn to associate feelings with words by acting out such things as happy, sad, afraid.

Action games can be used to help the child associate words with the proper concepts. For prepositions he can go over, under, around etc. For adverbs the child can walk quickly, slowly, quietly, etc. He can learn the verbs by acting them out and then associating the proper word name, such as eat, run, walk, sit. In learning to use adjectives he can find all the things that are fuzzy, beautiful, etc.

The child needs to learn that a word or two words sounding alike may have different meanings such as "Eddie rode his bike," "The road whip made a loud noise." By using these words in context the child can associate the proper meaning with them.

Cruickshank suggests giving environments for words to aid in association. In learning the meaning of the word milk the child can learn milk bottle, glass of milk, drink of milk, please pass the milk, etc.

In Auditory-Vocal Association, the concepts of similarities and differences are important. The child may have to begin at the level of things that are exactly the same before he can see how different things have similarities.

Before learning to compare, the child must learn the ways in which things can be compared. He can learn that things may look alike or different, they may have the same feel or color. He can learn how things function and what they are for.

The word apple could be used to have the child extend the meanings for this word. He could learn that, apples grow on trees, some apples are juicy, some apples are red, some green, and some yellow, apples are good to eat, apples are used to make pies. The teacher can ask questions such as, what can a boy do? What can a dog do?

The child can learn to associate the various properties of things by being given a description such as "I am red, I am round, you can play with me, I can bounce, what am I?"

When the child has learned some of the ways used to compare, he can begin to see relationships and classifications. He can begin to tell how things are similar. For instance, how an apple and a banana are alike. He can begin with concrete ideas such as we eat them, and move to more abstract ideas such as, they are both fruit. The teacher can suggest ways to the child and ask questions such as "Do they look alike, do we do the same things with them, etc."

The child can learn synonyms, What other words mean big, or happy etc. Which word means big, small, or large. Sentences can be used. To be good is to be _____.

After the child has learned similarities he can begin to learn differences. He can begin finding differences in things in the same manner as he learned similarities. For instance, how do they look different? He should be taught the concept of opposite and learn word pairs that are opposites, such as big-small, hot-cold, etc. He can play action games going up and then down making a happy face and then a sad one, stopping and going, etc.

When the child has learned the concepts of similarities and differences he can begin to use them together. He can find the similarities and differences such as how an elephant and an ant are similar and different. He can begin with the easier concepts such as they are both animals, the elephant is big and the ant is small. He can then move to the more abstract relationships. The child can listen to sentences such as "The little child looked after the small dog." and "The fast train went by the slow one." He can then be asked whether the child and the dog were alike in size, and whether the trains were alike or different.

The child can next begin to work with classifications or categories. He can begin by using more familiar classifications such as : animal, things that children can do, things to eat, places to go, things found on the farm etc. He can then use smaller categories such as farm animals, zoo animals, etc. Sentences can be used such as "If I went to the zoo, I would see a _____". Lists of things such as bear, cat, dog can be said to the child and he can be asked which category these belong in. The child can also be asked which items do not belong in the animal category, such as cat, apple, bear.

A game can be played using similarities to find things fitting in certain categories such as, fast. (Fast as a shooting star, fast as an angry bee, fast as a jet).

In developing the concept of word relationships, questions similar to those in the auditory-vocal subtest can be used. (A boy is to a girl as a man is to a _____.)

These sentences should begin at the concrete level such as objects and their function (write-pencil, cut-scissors) and go to more abstract relationships.

The child can also work with free associations with words such as all the things he can think of related to the word shoe (sock, foot, walk, etc.) He can be given series of words and find those that are related and those that are not related such as: coin, quarter, tree, mouth, penny, buy.

Finally the child must see relationships and develop concepts of causality. Stories can be read to the child and he can be asked to tell what they are about. He can be helped to find the main idea or meaning of the story and choose a title that is best for it. He can be asked questions about what he learned from the story. Who was bigger, who was most important person in the story, etc.

The child should learn to answer questions such as; Who? What? When? Why? Where? How? Sentences and phrases can be used to have the child tell if they tell who? where? etc. (e.g. Dick, is on a street each day.) By answering these questions the child can be directed to learn the cause and effect relationships in stories and in his own experiences.

Many of the activities suggested in this section can be found in the basic reading series texts and workbooks. Many of the activities are suggested for written exercises but can be adapted for oral use. A listing of the activities can be found in the index of skills under such headings as; categories, classification, synonyms, homonyms, word meanings, and word relationships.

V. AUDITORY SEQUENTIAL MEMORY

Remedial or Developmental Activities

Auditory Sequential Memory is the ability to repeat a sequence previously heard, measured on this subtest by the repetition of numbers.

1. Following specific directions; activities involving doing something in a sequence. See how many are remembered and followed with one telling. "Listen carefully. I want you to go to the blackboard, get a piece of chalk and give it to Johnny."

2. Personal data: Child should be taught to say on cue (question) basic information such as name, age, address, possibly telephone number.

3. Repeating numbers forward, "Say 1-5, 8-3-2-6-7", then repeating numbers backwards.

4. Repeat letters forward and backwards. Make more difficult by asking, "What comes before M, or after T, or two letters before S."

5. Activities involving repeating what has been said and adding one more, such as, "I went to town and I saw a ____." The next child must repeat the carrier sentence, repeat what the first child said, and add something new. Continue until no more can be remembered.

6. Repetitious sentences, songs, or poems, such as "Old MacDonald Had A Farm".

7. Spelling Bees.

8. Sequence stories, either using a visual clue or without visual assistance.

9. Read a story. The child answers questions regarding the content or reproduces the story in his own words. Giving the child cues about what to expect and remember often aids retention.

10. Music and rhythm sequences; clapping hands, drum beats, songs with repetitions.

11. Present related and unrelated words for verbatim repetition.

12. Simple finger plays. Talking Time and the Peabody Language Development Kit manuals have some excellent ones.

For further information: Jo Bush's Aids to Psycholinguistic Teaching (Merrill), and Robert Valett's The Remediation of Learning Disabilities (Fearon Publishers).

1. Repetition of tapping patterns and/or drum rhythms. The subject is instructed to listen carefully to the patterns to be presented. Initially begin with simple beat patterns and increase the complexity of the patterns. Various materials which may be utilized include: drum beats; clapping hands, piano keys or simply reproducing the pattern by tapping the tables. In this manner the subject is encouraged to "listen" and "do exactly what I do".

2. Identifying objects from the examiner's description. Begin with appropriate objects is extremely important. The objects should be simple so as not to include other variables in the activity? The subject is required to retain all descriptive words in order to properly select the correct object. The examiner should also be cautioned as to the child's level of functioning. Does the child understand what words are being employed. Inadequate performance may be related to an inability to understand the spoken word and not to retention.

3. Repeating directions exactly. Instruct the child to say "what I say." If the response is correct, reward the child and gradually increase the complexity of the command. Nonsense syllables may also be utilized. Reinforcement is presented if the child reproduces exactly what was said and not for whether or not the direction or command was understood. This should be made clear to the child.

4. Show me. Rather than use digits or nonsense syllables, objects may be presented in order to familiarize the child with the materials which will eventually be presented. Begin by requiring the child to hand you 2 objects. Eventually increase the number of objects to be selected.

5. Simple commands. Direct the child to perform various tasks. This activity is particularly flexible as the commands may be focused directly upon the child's interests. In addition, the commands may be varied and carried out in any environment; the home, school, playground, and/or clinic.

6. Follow the leader. This particular activity is another variation of the simple commands activity although it may appeal more to the young child due to its gamelike characteristics.

7. Simon-Says. The child is instructed to either repeat nonsense syllables, digits, words, sentences, etc., or present them to other members of the group. Often if the child is given the opportunity to select the subject matter of the exercise, the degree of motivation is increased.

8. Singing and listening musical games. Tapes and records are available which encourage better listening habits. A list of these is presented in the bibliography. Many times to stimulate better listening, the teacher may ask simple questions.

9. Listening for words with similar sounds. This particular activity also emphasized better listening habits although sound discrimination is an important factor to consider in this activity. Because discrimination of sounds is present, the child is required to listen in addition to performing another task. However, this is a more complex type of activity.

10. Showing concrete objects and having the child describe them. This activity is particularly effective in a group situation. Each child describes the object with a single word, as each child takes his turn he must repeat the previous descriptive words.

11. Questions of simple facts. The teacher asks the child questions such as, "What is your name and age." This activity assumes that the child is able to comprehend the spoken word. However, questions are related to information the child should know. (name, age, etc.)

12. Telephone and address activities. Numerous methods and exercises may be presented utilizing telephone numbers and addresses. Recalling your neighbors address and/or telephone is one variation of this activity.

13. Poems and rhymes. Present simple, familiar poems and rhymes and eventually expect the child to recite these. The degree of reiteration of the sample poem should indicate the subject's level of recall.

14. Calendar days. A large calendar can be utilized to stimulate retention of digits. The child, for example, is instructed to remember the numbers under the heading Monday once the examiner has presented them auditorily. If necessary, the calendar may be used as visual reinforcement although this is discouraged as recall of digits is the emphasis.

15. Going shopping. The child is instructed to select an imaginary store of his choice. The child then selects a variety of objects, gradually increasing the number of items purchased. This particular activity may also be effective in a group situation.

16. Comprehension following the reading of a paragraph. Short stories are read and the child is instructed to answer questions related to the subject matter of the story. Once again the progression is from the simple to the complex.

17. Long term memory may also be stressed through the use of chorus, familiar stories, and popular songs.

18. Actual drill work or activities emphasizing the recall of digits is also stressed. Modified procedures similar to the standard digit span tests are suggested. Here it is important that the child have a variety of number sequences so that recall and retention and not learning patterns are emphasized.

VI. VISUAL-MOTOR ASSOCIATION

Remedial or Developmental Activities

Visual-Motor Association is the ability to relate meaningful visual symbols. It is tested on the ITPA by having a child select a picture that relates most meaningfully to a given stimulus picture. This is a representational level function.

1. Lotto games for visual matching.
2. Have the child find pictures that fit into different categories; things to wear, transportation, farm animals, etc. Games may be played by timing the children on how many they can find that fit into each category, or the teacher can make a bingo-like game by assigning each child in the group his own category and calling or showing the pictures.
3. Draw pictures about stories that have been read.
4. The Ideal Magic Cards illustrating classification, opposites, and sequences.
5. Matching identical elements such as identical color and form to identical function. Match patterns.
6. Story pictures, with drill in following the steps in a story by arranging the pictures in proper order. The Instructo activity kit on sequencing, or any of the commercially published or "homemade" sequence story cards are an excellent resource of visual association.
7. Finding incongruities in pictures, "What is out of place, or missing?" This may be done with ditto material or cut-apart pictures. Give practice in selecting the correct body parts or specific animals, or play social studies games to match specific plants or animals with a specific area.
8. The facial discrimination cards in the Primary Peabody Language Development Kit have many adaptations for visual association.
9. Use color to have the child wearing something the same color to stand, or take a color card and match it to something another child is wearing.
10. Provide auditory clues as often as possible to assist the child in learning to use his visual channel more effectively.

For further information: Jo Bush's Aides to Psycholinguistic Teaching (Merrill), and Robert Valett's The Remediation of Learning Disabilities (Fearon Publishers).

Visual-Motor Association

1. Utilizing the circle square and triangle form templates, the student can begin to utilize visual motor association at a beginning and concrete level. After the child accomplished this task, he could move up to more complicated forms utilizing rectangle, pentagon, quadrangles in a similar manner.

2. The Winterhaven Perceptual Copy Forms Test contains some square, triangle and circle tracing forms that could be utilized to strengthen a child's visual motor association at a beginning concrete level.

3. The Frostig Visual Perception Program utilizes a very extensive training program for visual perception. The program consists of a large number of training tasks copied from available ditto masters. The tasks are sequenced in order of difficulty and begin at the kindergarten level.

4. Getting Ready to Read by Paul McKee contains over 100 lessons of which about half of these lessons would be excellent training for visual motor association. For several lessons, the child must associate animal pictures together (categorization). In another series of lessons, the child is required to associate visual pictures that may begin with the same sounds. Later lessons require the child to associate pictures with words. This book contains several additional aids for remediation. The purpose of the book is to help children make "correct associations between strange printed forms" through exercises using visual pictures and making the proper selection.

5. The teacher's edition of the Sheldon Basic Reading Series Picture Stories is another excellent book for the remediation of visual motor association. The entire book is 50 pages of colored pictures that require visual association and discrimination. e.g. which one is different? The exercises of visual discrimination and association utilize differences in association due to the following:

1. Differences in colors in the pictures.
2. Differences in the details of the pictures.
3. Differences in the direction of the pictured objects.
4. Differences in form and shape of the pictured objects.
5. Differences in "kind" of the pictured object.
6. Differences in place and position of the pictured objects.
7. Differences of sizes in the various pictured objects.

6. Two additional books, Fun for All and Ready, Go contain several lessons in remediation that would be very effective for visual motor association. Both books are published by the American Book Company and are supplements for the Betts Basic Readers. Various remediation lessons supplied in the books are:

1. Classification. Have the pupils tell what is in each group at the top: buildings, food and animals. Then have them name the object in Row 1, telling whether they are buildings, food or animals. Do the same with the other rows.
2. Discrimination between objects. Have the pupils underline the hen that is different from all the others. Do the same with each row: (2) first cow (3) second pig (4) sheep.
3. Discrimination between colors. The pupils are to study four colored balloons in each row and underline the one that is different. Then have them make the balloon at the right the same color as the one underlined.

4. Interests: Background of Information. Follow the activity 1 procedure as described. There are other areas covered in the two blocks with similar instructions as supplied above. These areas are: Discrimination between farm and zoo animals, discrimination between details, discrimination between different shapes, discrimination between school and home activities. These two books are highly recommended for remediation of visual motor association. There are other lessons provided that will help in remediation of the child's entire visual discrimination process.

7. Three good sources for visual motor association remediation comes from the "New Basic Readers Curriculum Foundation Series" published by the Scott, Forsman and Co. The three books, "The New Before We Read," "We Read Pictures, and "We Read More Pictures," contains several additional lessons of remediation value. These lessons are similar to those mentioned in conjunction with the "Sheldon Basic Reading Series-Picture Stories" mentioned earlier in this report. A brief sample of the type of remediation contained in the three books is:

1. Classifying objects and adding new ones to a list add nouns to vocabulary.....
2. Visualizing and describing objects and adjectives to vocabulary...
3. Developing habits of careful attention to visual details and reproducing these details in memory. Images promote growth and ability to visualize....
4. Memory based on association: Several of the speech improvement cards present articles customarily used together: (pencil and paper) (Paint and brush).
5. Visual discrimination: To develop the ability to note likenesses and differences, choose objects such as the following: two sharpened pencils and one unsharpened one: two long yellow pencils and one short one; two pieces of white paper and one piece of yellow paper...etc.

The three books are loaded with information and lesson plans and various ideas that are worthwhile remediation for visual motor association. The number of possible lessons and valuable information is too numerous to mention in this report. The other lessons involved are similar to the remediation supplied earlier in this report.

8. The Ginn Basic Readers Annual for Teaching Fun With Tom and Betty and the reading readiness book, Fun With Tom and Betty is another valuable supplier of remediation. This also contains lessons similar to the lessons mentioned for the Sheldon Basic Reading Series-Picture Stories mentioned earlier in this report. The Ginn book summarizes its content for visual remediation with the following:

"Visual Discrimination. Another important purpose of these activities for Reading Readiness in the development of attentive observation of the configuration of objects, a skill which leads directly into visual memory for words and habits of observation of word parts and letter forms so necessary to reading. The activities for practice in the carefully graded steps of identifying likenesses and differences foster this skill."

Again, lessons are outlined in the manual and are too numerous to mention in this report.

9. Another book from the Ginn Basic Readers is the Manual for Teaching Games to Play. Again the games involved in this book that could apply to remediation in this area are too numerous to mention. A few of the many activities offered in this book are mentioned as follows:

1. Several devised games are under the heading "See differences."
An example of one of these games is:
 - a. Play a game of choosing big objects from a group of objects alike in respect other than size. Vary the choices from one object different out of four, to one out of five objects.
 - b. For children who experienced difficulty in identifying pictures of two identical objects similar to the pictures, assign large duplicated sheets of objects similar to the pictures, assign large duplicated sheets of objects similar to the pictures on p. 54 and 55. Vary the objects within the boxes somewhat as follows." (a pictured diagram followed).

2. Several devised games are under the heading "Find and Match."
An example of one of these games would be to:

"On this page are pictures of mother and baby animals. The first picture in each row is a mother animal. Draw a line under it; then find the picture of the baby animals in that row that belong to that mother and draw a line under the baby animals too."

10. The Sheldon Basic Reading Series also contains three additional books that may be of value in remediation. The three books are "Here and Hear, Here and Away, and Away and at Home." These books could be utilized to help the child in his association with pictured items in relation to the specific areas covered in each of the books. Several lessons could be designed utilizing the techniques suggested in the Sheldon Basic Reading Series-Picture Stories.

11. There are several "work books that offer a great deal of remediation in the area of visual motor association. Each of these books contain several exercises that require the drawing of a line from the letter to the pictures that coincide with that letter and drawing lines to connect pictures that begin with the same letter. There are a few basic remediation lessons similar to the ones mentioned for other "picture books." The "Work Books" are: Work Book for Come Along, Think and Do Book, Improving My Speech, Reading for Meaning - Work Book for Tip, Tip and Mitten, and the Big Show, and Skills Practice for Learning Together.

12. Three additional books that have information in them that is similar to the information provided in the "work books" are: Talk, Read, Write and Listen, Study Book for On Our Way, Time to Play, All in a Day, and basic Reading Pre-Primer.

13. Scrapbooks are excellent ways of helping children learn to comprehend and associate pictures.

- Examples:
1. a scrapbook of categories--furniture, tools, toys.
 2. a scrapbook which illustrates such sentences as _____ is light; _____ is heavy.
 3. a scrapbook which illustrates descriptive words; slowly, delicious, energetic.
 4. a scrapbook of facial expressions--happiness, sorrow, anger.

Require as much or as little writing as the child can handle. Always try to have the child "read" his scrapbook daily to you or to another child so that he has an opportunity to verbalize the principals behind his choices.

14. Sorting activities are excellent for developing associational skills.

1. Sorting small objects to size, shape, function, or material.
2. Sorting pictures into categories.
3. Sorting words into categories.

15. Have the child make a picture dictionary of words he has in his reading and spelling. By associating the picture with the written word, he is helping to stabilize that visual relationship.

16. Many pictures are presented to the child. He selects the items that fit into a predesignated classification such as farm animals, household items, etc.

17. The child is asked how two similar pictured objects (e.g., car and truck) are alike or different. He may respond vocally or by pointing to some similar features, such as the tires, windows, doors and engine. A modification of this exercise is possible when four pictures are presented to the child. He is to identify the picture that is not related to the other three and explain his choice, (e.g. car, bus, truck, and snake). The child should identify the snake as being inappropriate because the others are used for transportation.

18. Story pictures may be drawn on cards. The child arranges the cards according to the context of the story. Initially the story may be told while the child is observing the pictures in the proper sequence. Then the cards are mixed for the child to rearrange the order. During the rearrangement, the child can recall the story with the cards as cues. As he improves in this skill, he orders the card series without hearing the story. The length of the series depends upon the ability of the child.

19. Other activities:

1. Expose a picture containing a number of items. Remove and have your child tell as many things as they remember seeing.
2. Describe some object and have your child guess what it is: "I am thinking of something little and white with long ears and a short tail and pink eyes, etc." Have him try to visualize while object is being described. Describe the clothes and appearance of some child until he can guess who is being described.

3. Have your child count or name rows of objects from left to right. Count with the finger, then count with the eyes.

20. There are a variety of educational games and puzzles that may be purchased at most large department stores. These puzzles and games are too numerous to mention in this report. The names and addresses of some of these "games" and their publishers are supplied in the index of this report.

21. Puzzles made from large magazine pictures but are cut into square pieces to insure the child's assembly is based on the picture content rather than the configurations of the various pieces.

VII. VERBAL EXPRESSIONS, OR ENCODING

Remedial or Developmental Activities

Verbal Expression, or Encoding, is the ability to put ideas into spoken words. It is measured by a subtest which asks the child to describe simple objects such as a block and ball.

1. Show and Tell. It is easier to get a child "started" at show and tell if he has a concrete object to tell initially.
2. Games such as "Heavy, heavy hangs over your head." The child describes the object so that another can guess what it is.
3. Have the child describe an object in the classroom, or on the playground, and the other children try to guess what he is thinking about.
4. Tape recorders can be most helpful with children low in vocal expression. Tape a short story, let him listen as many times as he wants, and then tape his retelling of the story. After a field trip, let the children tape their impressions and play it back the next day.
5. Have the child tell about a picture he drew. Or pass out picture cards of a category such as animals, toys, food, or clothing; have the child tell all he can about his picture without telling what it is, and have others guess.
6. Ask the child to respond to such statements as: "If a space-man walked on the school ground, what would you do?" "If you could climb up anything, what would you climb?"
7. Let the child do role playing with homemade costumes, situations, or puppets.
8. Play games with giving and following directions, having the child give the directions with others following.
9. Toy telephones often stimulate vocal play with less talkative children.

For further information: Jo Bush's Aids to Psycholinguistic Teaching (Merrill), and Robert Vallett's The Remediation of Learning Disabilities (Fearon Publishers).

Vocal Expressions

One should consider investigating the home environment to see what barriers to communication exist there and attempt to overcome them through parent-teacher conferences. A child's unwillingness to communicate may

be attributed to several factors in the home environment. Among them are:

1. Lack of social experience.
2. Friction between parents causing the child to feel insecure.
3. "Children should be seen, not heard" type of discipline in the home.
4. Successful brothers and sisters with whom he is unable to compete.
5. An overdominant or overpossessive parent who makes decisions for the child and criticises his attempts at attaining independence.
6. Standards of speech, cleanliness, manners or behavior which are too high.
7. His early mistakes were ridiculed, and when he does achieve success, he is ignored.

Next to the child's parents, teachers in the primary grades are probably the most influential persons in his life.

Children with vocal expression problems are the children for whom "show and tell" was invented. Ironically, they are often the children who do not participate.

Teachers may identify with a child having a vocal expression problem and excuse him from speech activities because he does not talk well. Such negative identification leads to negative reinforcement of the deficiency rather than remediation. To overcome this hurdle it may be necessary to do a little campaigning on behalf of the child. Success breeds success in oral communication. The classroom teacher can develop the poor oral skills of a child by providing speech experiences that are simple and successful. The teacher may have to begin at a very primitive level by asking questions which are short and specific. During discussion, participation is gradually increased. The following are some specific remediation techniques that are adaptable to the classroom teacher.

1. Choral speaking is of considerable value in helping to develop expressive speech because it provides the "shy" child with a relatively non-threatening speech experience. The emphasis on rhythm and patterning in choral speech should help the child to develop these skills in spontaneous speech. Also helpful is group singing of simple folk songs such as "John Brown's Baby," which involves motoric gestures to accompany the verses. Encourage the children to create new verses to add to the story of the song.

2. Reporting at the primary level is usually in the form of "sharing or show and tell" experiences. Even though the bonus for communication is singularly on the child, he has the advantage of selecting the subject matter or objects which interest him. Some preparatory work may be needed to encourage the child who needs this experience to "volunteer" and to insure that the experience meets with some success. Teachers should be cautious about fulfilling their responsibilities as a listener in all of these activities.

3. The "What Am I?" game can be played in the classroom. A number of objects can be placed on a table. The teacher should begin the activity to provide a model for the children. Clues are given describing the object according to color, function, size, etc. Reverse the roles and have the child try to describe an object. Instead of allowing the children to guess the correct object after each clue, have him eliminate the objects which do not fit the description, thereby narrowing the choice of items.

4. Group discussions and conversation should be oriented toward the solution of problems which are real and immediate to the children. Placing the child with a vocal expressive problem into a smaller group reduces the communicative stress, thereby providing him with a greater opportunity to express his own ideas.

5. Have the child teach a skill or concept to the other members of the class. Depending on the child's abilities and interest areas, several ideas can be improvised to fit the particular child's needs. A progress report from a committee could be an assignment for a child having vocal expressive difficulties. Perhaps a task involving motor activity as well, would make speaking less difficult. For example, the child could explain how to cut out and color a special geometric form, while demonstrating each step.

6. Role playing is often cited as a means of encouraging greater verbalization. The re-living of familiar experiences with appropriate role assignments provide much in the way of release of aggressive feelings and self-expression. Example situations are: playing house, going to the doctor, telling mommy about a problem, going to the store and dealing with a bully.

Frequently, the child who does not readily communicate with adults will identify with and relate to a puppet. A sample would be to dramatize an imaginary situation such as, "What would you do if you saw a fire burning next door, Martians landed in your back yard, you were a bear looking for honey, etc." Role playing can also be done with mock telephone conversations in which the child assumes an adult role. Dramatizations such as emergencies, taking a message, what to say when mother isn't home, etc. are other possibilities.

7. Encourage dramatization of folk tales with simple plots. The form of dramatization which provides maximum self-expression for the child with a vocal expressive problem is the type in which the action and dialogue are spontaneous. A child uses language more freely and spontaneously when performing an activity playfully. Consequently, although the major idea of a well-known fairy tale is used, encourage impromptu acting which does not require memorizing lines and actions.

8. There are several activities which tie the telling of stories into oral experiences for children.

- a. At the beginning level the child may be asked to fill in the missing word in a sentence.
- b. Words may be filled in, in a longer story, or a flannel board story may be utilized with the children anticipating what is going to take place next.

- c. The teacher may select a story to tell up to a certain point, then stop and have the children supply their own endings to the tale.
- d. A more advanced level would be to have one child begin a story then pass it on to the next child, who must carry the plot in whatever direction he chooses. Visual aids such as the picture cards of the Peabody Language Development Kits (Levels 1 and 2) provide excellent stimuli for telling stories. The Sheldon, Ginn and Scott Foresman Reading Readiness or Basic Reader series provide a wealth of individual and sequence pictures which lend themselves to the telling of stories.
- e. The most interesting stories to children are their own real-life experiences. Classroom activities such as field trips to the zoo, the dairy, the fire station, etc. can be utilized in various ways. The child could give a special report offering background information about the place to be visited. Flannel board cut-outs could be made by the child or teacher. Besides being excellent visual aids, the flannel cut-outs would provide a motoric "distraction" for the self-conscious speaker.

Upon returning from a field trip, a class discussion is an excellent opportunity for the teacher to ask the child with a vocal expressive problem to summarize the visit, give his opinion of the outing, etc.

VIII. MANUAL EXPRESSIONS

Remedial or Developmental Activities

Manual expressions is the ability to express ideas by gestures. It is measured by showing the child an object and asking him to show the motion for manipulating it (e.g., drinking from a cup).

1. Have the child act out an activity or pantomime a word in a spelling lesson or a social studies situation, such as "sharpening a pencil," "talking on the telephone," "eating lunch." Suggested pantomime might be written on clips of paper to be drawn by the children in turn.

2. Acting out action poems or songs as "This is the way we wash our clothes, iron our clothes, rake the leaves." (The Activity Pictures from the Peabody Language Development Kit, Level I, correlate well with this activity).

3. Finger play games; "bear hunts," "lion hunts."

4. "Follow the Leader" or "Do as I Do" are good group activities.

5. For older children, acting out book reports of the part enjoyed most instead of telling it.

6. Musical chairs, or Fruit Basket Turnover.

7. Charades can be as easy or as complex as needed.

For further information: Jo Bush's Aids to Psycholinguistic Teaching \$7.95 (Merrill), and Robert Valett's The Remediation of Learning Disabilities, \$12.50 (Fearon Publishers).

Manual Expressions

Informal Gesting

1. Test the child's ability to perform with more common objects, by presenting pictures and asking him to demonstrate how he would use a:
 - a. bar of soap
 - b. tooth brush
 - c. comb
 - d. broom
 - e. drinking glass.
2. Present actual objects, asking the child to demonstrate their use. One may use the same objects as indicated under #1.
3. Name particular objects and ask the child to demonstrate their use. This is requesting something different of the child. If he is having difficulty at the auditory perceptual level, his responses may be different on this task.
4. Request abstract expressions from the child.
 - a. Show me how you feel when you are angry.
 - b. Show me happiness.
 - c. Show me loneliness.
 - d. Show me how you say good-bye.
 - e. Show me how you feel when you are cold.
5. Have the child pantomime a well-known story or verse that the examiner is to guess, such as Jack and Jill or Humpty-Dumpty. The examiner may want to give a few suggestions so that he is in a better position to guess, especially if he feels that the accuracy of his guess may be important to the child. If this is presented as a game, the child may derive genuine pleasure from the activity and the examiner may gain much information about how well the child can express himself motorically.
6. Determine the child's gross motor ability.
 - a. Does he dress himself?
 - b. Does he ride a bicycle?
 - c. Does he enter into physical activities in school, such as coloring or block-building?
 - d. Can he balance himself on a swing?
 - e. Are his facial expressions normal for a child of his age?
7. Gross auditory discrimination may be assessed with the use of bells, horns, drums, and other widely varying noisemakers.

Remediation

1. Gesture sequence matching.

Have the child imitate the movements of the teacher. These should be meaningful movements and the examiner should be sure the child knows what they are doing. Some examples are pretending to eat, combing hair, sweeping floor, etc. If the child is unable to perform at this level, actual objects should be used at first.

2. Use of objects without the teacher demonstration. The child will develop the feel of the objects as he experiments with them.

3. Use of pictures.

The child acts out what he sees in the pictures.

4. Directed activity.

The teacher suggests activities and the child acts them out. This may be reversed with the child acting out an activity for the teacher to guess.

5. Building awareness of emotional expression.

The teacher first demonstrates expressions of emotion; involves the child in the expressions and eventually has the child demonstrate various emotions with clues from him. Pictures may be used to provide visual clues.

6. Singing some songs that have accompanying motions such as "Here we go Round the Mulberry Bush" and "Do your Ears Hang Low." After the child knows the song and the motions, the examiner may have the child "sing" the song silently and just perform the motion.

7. Pantomiming stories and verses.

One suggestion is to act out classes of words such as "Guess what instrument I'm playing" and "Guess what I am riding." Another suggestion is to act out dramatic play situations, without using words. For example, "Pretend you are talking to a man who is deaf. He is a salesman in a store and you want to buy a boat... a baseball bat... a lawn mower." The examiner may want to assume the other role. The examiner and the child may switch roles. Another suggestion is "Pretend you are in France and you cannot speak French. Go to a doctor... a barber shop."

Formal Remediation Techniques for Motor Coordination and Perception

1. The Diagnosis and Remediation of Psycholinguistic Disabilities (27)

In this book, several case studies are cited and remediations used are included. Some general areas covered were:

- a. Teaching the meanings of such words as "over" "under" and "inside"
- b. Physical activities, such as ball throwing and swimming
- c. Role-playing
- d. Development of awareness of body parts
- e. Obstacle courses
- f. Finger painting
- g. Development of self-help skills, such as buttoning
- h. Use of Simon Says game
- i. Walking board and balance board
- j. Tactual dynamics
- k. Development of rhythm
- l. Writing and drawing activities.

2. The Diagnosis and Treatment of Speech and Reading Problems (9)

Delacato's material is very controversial. Some of the remediation techniques may prove appropriate for a particular child. His therapy consists of two basic concepts:

- a. Neurological organization
 1. sleep pattern
 2. cross-walking.
- b. Laterality
 1. Footedness and handedness
 2. Eye dominance.

3. Experience-Centered Language Program (23)

This is a new program. It is described as designed to "increase social competency, to initiate, develop and improve skills in vocabulary, language and speech." It is for kindergartens, first grades and special education classes. There are seventeen units, all utilizing manipulative materials.

4. Montessori (33)

Dr. Montessori's philosophy of motor education is that if left to himself, the child will be disorderly in his movements. She has developed a unique plan for guiding children precisely in their motor development. Areas which she covers include:

- a. fastening
- b. washing, dressing
- c. sitting, rising, taking up and laying down objects
- d. care of household objects
- e. gardening
- f. gymnastic exercises
- g. development of rhythm

Her materials include:

- a. cylinders decreasing in diameter, in height and in both diameter and height
- b. wooden cubes, wooden prisms and colored rods
- c. soft versus rough materials
- d. cabinet with 6 drawers of framed shapes, i.e., circles, rectangles, triangles, polygons, various other figures and 4 blanks and 2 irregular figures
- e. sound boxes
- f. nested boxes
- g. musical bells

Montessori's suggested uses of these materials are multiple. It is recommended that the interested examiner familiarize himself with her work.

5. The Effect of a Rhythmic and Sensory Motor Activity

Program on Perceptual Motor Spatial Abilities of Kindergarten children.

The program was based on the theoretical constructs of Barsch and Kephart. Activities include:

- a. Visual dynamics, see and move
- b. Auditory dynamics; hear and move
- c. Dynamic balance, both sides of body
- d. Spatial awareness
- e. Tactual dynamics, feel and move
- f. Body awareness
- g. Rhythm-movement
- h. Flexibility, change of tempo, movement patterns, etc.
- i. Unilateral and bilateral movements

Following the use of this program $3\frac{1}{2}$ hours a week for 7 weeks, the mean gain in motor encoding for the experimental group was 27.2 months

6. The Slow Learner in the Classroom (26)

Kephart's book is filled with suggested activities suitable for developing motor coordination. These activities are appropriate to the tests presented in the book. They include detailed instructions under the following headings:

- a. Chalkboard training
- b. Clock game, for directionality training
- c. Drawing and copying
- d. Sensory-motor training
This includes use of the walking board, balance board, trampoline and angel in the snow
- e. Training ocular control
- f. Training form perception

7. A Guide to Movement Exploration (18)

This program is based on two premises, that physical and mental growth are interrelated and that confidence gained in physical activity will transfer into other areas of endeavor. There are 7 steps in the movement exploration program. Locomotor activities include walking, running, jumping, hopping, sliding, skipping, leaping, and general locomotion. Apparatus use included horizontal ladder, horizontal bar, turning bars, ladder, tables, hurdles, stairs, balance board, walking board, balls, hula hoops, wands, tires, stilts, and flash cards printed with circles, squares, rectangles, triangles, letters and words. Rhythmic themes are included as are programs for confined areas. There are extensive lesson plans for the 4th grade and brief lessor plans for a full year for kindergarten through 6th grade.

8. Remedial Techniques in Basic School Subjects (13)

Fernald's material was developed for the child who had no reading ability. Her emphasis is on tactile-kinesthetic contact, but this is not the total program. She has a definite approach to the teaching of reading. Some of her strongest emphases are on the following:

- a. Finger contact is important in tracing (not pencil).
- b. The child should always write the word without looking at the original copy.
- c. The word should always be written as a unit.
- d. Words should always be used in context.
- e. The individual must say each part of the word either to himself or aloud as he traces it and as he writes it.
- f. Whatever the individual writes must be typed for him and read by him before too long an interval.

She also prescribes methods for correction of partial reading disability, reversals or inversions.

9. School Readiness (22)

This whole book, by Ilg and Ames, consists of evaluation and suggested remediation. The techniques are suited to the needs found in the child.

10. School Readiness Survey (25)

Following the administration of this survey, the parent is guided in a program of readying his child for school. It is urged that these activities be a game for the child, not a drill. Parents are encouraged to enrich their children's experiences through trips, exercises, social activities, use of tools, utensils, and construction materials. Some suggested activities are:

- a. Discrimination of form
 1. Separate coins
 2. Present child with assortment of nuts and bolts to be fitted together
 3. Place assortment of objects in bag, and ask for specific object

- b. Card games
- c. Symbol matching as buttons, coins, cards, etc.

11. Valett Developmental Survey of Basic Learning Abilities (44)

The purpose of this test is to plan individualized learning programs. Remediation is based on Kephart for motor integration and physical development and on Montessori and Pernald for tactile discrimination and visual-motor coordination. For conceptual development, use of Cuisenaire Rods suggested.

12. Beery-Buktenica Developmental Test of Visual-Motor Integration (6)

The following outline shows the assessment and teaching strategy for visual-motor skills:

Test	Level V:	Visual-Motor Integration	
Down	Level IV:	Visual Perception	
	Level III:	Tracing	
	Level II:	Tactual-Kinesthetic Sense	
	Level I:	Motor Proficiency	Remediate

Remediation suggestions are given for each of the five levels.

13. Frostig Program for Development of Visual Perception (14)

Training activities are presented for each of the five areas tested, activities involving individual and group participation. The five areas are: Eye-Motor Coordination, Figure-Ground, Constancy of Shape, Position in Space and Spatial Relationships. Work sheets are available for each area. It is important that the teacher be familiar with this total program before attempting to utilize any portion of it.

14. Winterhaven Perceptual Copy Forms (46)

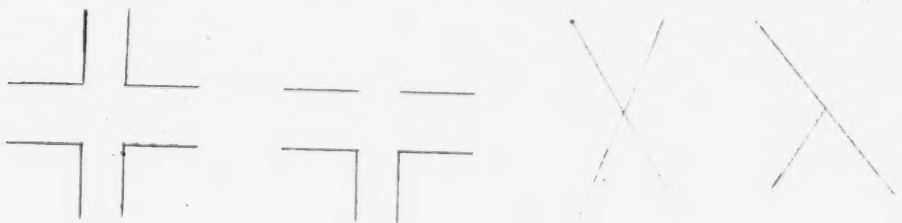
Included in this test are remedial materials and a suggested program for remediation.

IX. VISUAL CLOSURE

Remedial or Developmental Activities

1. The child is to identify indistinct representations of a familiar object or thing. For example, the shadow or silhouette is presented to the child for identification. The areas that could be most easily used as cues for identification are pointed out and discussed. Gradually the blots can be chosen that have definite forms.
2. Identify forms in clouds; for example, show a picture of a cloud and ask children what they see in the cloud. This may be difficult at first, so the teacher should point out discernible shapes so the children can "learn" to see shapes.
3. Pictures are available (e.g. Highlights Magazine) that have hidden forms such as witches in the grass, or with squirrels hidden in the picture content. The child is to identify or color these hidden forms.
4. Identify pictures of objects enmeshed in a busy background. This is like the figure-ground perception exercises of the Gestalt psychologist. For example; a picture is presented with many figures - squares, triangles, diamonds, rectangles, and circles - and the child must pick out the forms prescribed by the teacher. This is a complex visual discrimination activity that uses some closure skills.
5. Identifying and completion partially drawn pictures is an effective closure remediation. This should progress from gross to subtle. At first it may be necessary to put the completed form beside the incomplete form so the child can use it as a model. The child may identify the missing part but be unable to complete it, which suggests a lack of visual-motor integrative organization, which usually accompanies (or may be) a closure problem.

At a more complex level, a partially completed picture may be shown, and the children are asked to identify it. It may be necessary as fewer are provided, to gradually (or in stages) complete the picture until it is organized. This is an effective group exercise for the chalkboard or with an overhead projector.
6. Completing forms or designs by noting the discrepancies between the model and their nearly identical but incomplete forms, for example,



This can proceed from gross to subtle difference.

7. Completing familiar forms or shapes by dots or numbers. For example, the child observes a set of dots and must discover that when completed it will be a number, letter or picture.

This can be done in stages, that is indiscriminantly filling in the line between the dots, until the figures is identified. A simple modification would be to have before the child a group of the shapes or forms completed. The subject is to compare the completed forms with the dotted forms and note the similarity and finally put them in pairs.

This is particularly effective when young retarded children cannot name forms, letters or numbers.

X. GRAMMATIC CLOSURE

REMEDIAL OR DEVELOPMENTAL ACTIVITIES

Grammatical Closure refers to the use of language which the child has absorbed subconsciously by hearing it spoken. It is very susceptible to dialect influences. Sample test items are, "This man has many pipes, this man has even (more)"; "Father is opening the can, now the can has been (opened)." This is at the "automatic" level of functioning.

1. Using objects that can be seen in the room give a sentence requiring child to complete with one word, i.e., "I write with a ____," "On the bulletin board is a ____," "A picture is on the ____."
2. Use rhyming words: Either singly; "Tell me a word that rhymes with ball," or in a completion sentence, "The old red rooster crows and crows, he flaps his wings and away he ____." Bereiter and Englemann's Language Learning Activities is an excellent resource for rhyming activities as well as other grammatical closure functions.
3. For practice in the correct verb forms at the beginning level, try the following: Display two words, "is and are." Say sentences asking the child to fill in with either is or are and to repeat the entire sentence. Corresponding pictures are helpful. "Jane ____ in her room; Jane and Bill ____ in their room."
4. Encourage the child to answer in complete sentences. Answer questions, riddles, etc., in complete sentences.
5. "Brainstorm" on opposites, same-different, rhyming words, and paired responses (hammer-nail, sleep-bed, etc.)
6. Practice in using the correct singular or plural form of missing words: "The mother mouse had five baby ____." "I have two feet, one right ____ and one left ____."
7. With older children, play the Commercial Games, using well known TV commercials. The teacher gives the first few words, and let the child complete.
8. Choral speaking activities, or choral reading.

For further information: Jo Bush's Aids to Psycholinguistic Teaching (Merrill), and Robert Valett's The Remediation of Learning Disabilities (Fearon Publishers).

Research has shown the importance of oral language development prior to the initiation of reading instruction. Continued oral language development is necessary for progress in reading achievement.

Deutsch (1963) has suggested that the language growth of culturally deprived children may be hindered by the schools' urging of language skill without providing perceptual training.

Deutsch (1963) further stated that the ability to anticipate the syntactical regularities of language is a prerequisite to school success. Thus, the culturally deprived child who lacks auditory discrimination and the ability to sustain attention compounds the learning situation. Young deprived children are probably maturationally ready for more complex language functions than they exhibit. However, the lower class home appears to foster speech sequences which are limited temporally and of poor syntactical structure. Language function taught in the nursery school and kindergarten, once acquired, becomes self-reinforcing through use. The communication with peers or even oneself increases the effectiveness. In school the oral language proficiency of children seems to be enhanced by the instructional programs which provide specific practice in articulation, voice control, usage and other elements of oral expression.

Levels of usage may be described as: 1) The illiterate level. 2) The homely level. 3) Standard English, informed level. 4) Standard English, formal level. 5) The literary level. The instructional goal for a child completing sixth grade should be easy use of standard English at the informal level.

A frank discussion with the children in fifth and sixth grades that speech is the basis upon which an individual is evaluated, rightly or wrongly, should be undertaken.

1. Repetition of tapping patterns and/or drum rhythms. The subject is instructed to listen carefully to the patterns to be presented. Initially, begin with simple beat patterns and increase the complexity of the patterns. Various materials which may be utilized include: drum beats, clapping hands, piano keys or simply reproducing the pattern by tapping the table. In this manner the subject is encouraged to "listen" and "Do exactly what I do."

2. Identifying objects from the examiner's description.

Records and Tapes

1. Bresnahan, M M and W L Prenovost. Let's Listen. Boston: Ginn and Co.

Three long-playing records with 16 lessons in auditory discrimination with attention to word endings, beginnings, and rhymes.
2. Bowman Records. Auditory Communication for the Hard of Hearing.
3. Educational Record Sales.
157 Chambers Street
New York
4. Emerson, Nora. Rainbow Rhythms for Children. Georgia: Emory University, 1952.
5. Evans, Ruth. Childhood Rhythms
P O Branch X - Box 132
Springfield, Mass.
6. Larson, Laila. Consonant Sound Discrimination. Indiana: Indiana University, 1950.
7. Lowell, Edgar. Play it by Ear. Los Angeles: Wolfer Publishing Co., 1960.
8. Larson, Laila. Recordings for Auditory Training. The Volta Review, 1951, 51:461-62.
9. Parker, Jayne. Sounds Like Fun. Illinois: Interstate Printers and Publishers Inc. 1962
10. Ronneri, Eleanor. Learning to Look and Listen. New York: Bureau of Public Teachers College, 1951.
11. Russell, David. Listening Aide Through the Grades. New York: Bureau of Public Teachers College, Columbia University, 1959.
12. Saifer, Daniel. The Listening Book. Missouri: Webster Publishing.
13. Scott Foresman and Co. Sounds Around Us. New York.
14. Scott, Wood and Donaldson. Listening Time. Missouri: Idaho: Caxton Printer, 1954.
15. Scott, Wood and Donaldson. Listening Games. Ages 4-8.
16. Stanbow Publishers. We Speak Through Music. Valhalla, New York.
17. Utley, Jean. What's Its Name? Urbana: University of Illinois Press.

BOOKS

1. Dicarlo, Louis. A Manual for Auditory Training. (Mimeographed)
Consists of 24 lessons, Phase I and II. Phase I stresses making finer discrimination among sounds that are similar acoustically. Moreover, suggestions for increasing auditory memory.
2. John Tracy Clinic Manual. 806 West Adams Blvd., Los Angeles, California.
A complete manual for use by parents in training deaf and hard of hearing children between the ages of preschool and 5 years. Many activities may be modified to assist in increasing memory span.

MATERIALS AND BIBLIOGRAPHY FOR ITFA

AUDITORY RECEPTION (Auditory Decoding)

American Guidance Service:

Peabody Language Development Kits:

Level #P, Mental Ages 3-5	\$125.00
Level #1, Mental Ages 4½ - 6½	52.00
Level #2, Mental Ages 6-8	65.00
Level #3, Mental Ages 7½ - 9½	50.00

L. W. Singer Company:

We Learn to Listen, Book of Activities, ea.	.78
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Houghton Mifflin Company:

Listen and Do - Record and Masters.	39.00
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Follett Publishing Company:

Listen and Hear, and Junior Listen and Hear Sets	18.00 & 22.00
Come and Hear, a First Ear Training Book and Picture cards, ea.	.69

Developmental Learning Materials:

Auditory Training with use of Rhythm Band Instruments	2.25
Buzzer Board	6.75
Auditory-Familiar Sounds Tape	2.95

Beckley-Cardy:

Listening Games and Language Games, ea.	2.25
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McGraw-Hill, Educational Developmental Laboratories:

Listen and Think Program	75.00
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Auditory Reception (Auditory Decoding) continued

Listening Skill Builders from various SRA Kits:
Language Master; and Tape Recorders.

Educational Record Sales:

Ear Training for the Middle Grades (Record) 4.98

Holt, Rinehart and Winston:

Sounds and Patterns of Language 125.00

Sifo and Playskool, Puzzles, approximately, ea. 1.85

Developmental Learning Materials:

Spatial Relation Picture Cards 1.00

Lite Brite 8.95

Parquetry Designs 3.75

Pegboard 1.50

Cube Blocks 1.75

VISUAL RECEPTION (Visual Decoding)

Speech and Language Materials:

Partial Pictures, Alphabet and Numbers Set 4.75

Milton Bradley Company:

What's Missing? 2.00

Cuisenaire Corporation:

Cuisenaire Rods, Classroom Kit, or separate components 57.50

SRA (Science Research Associates):

Math for Kindergarten, Specimen Set 5.75

John G. Miller (Amarillo, Texas):

Phonics: First Workbook and Key Charts.

SRA Detect Program

258.00

Follett Publishing Company:

Frostig, complete or specific remediation program;
complete program with masters, or specific
remedial activities available separately. 96.00

Come and See - ea. .69

AUDITORY ASSOCIATION

<u>Educational Record Sales:</u>	
Singing Sounds, two records, ea.	5.95
Listening Time, 3 records, ea.	5.95
Listening Skills for Pre-Readers, ea.	4.98
<u>Continental Press:</u>	
Reading-Thinking Skills, box	3.50
<u>Educational Service, Incorporated:</u>	
SPICE: Reading for Meaning Sections are particularly applicable, pp. 27-69, 149-155, 201-212.	
<u>Appleton-Century-Croft:</u>	
Language Lotto, 6 box set	45.00
<u>Children's Music Center:</u>	
Sound Concepts (City Noisy Book, Country Noisy Book, record and accompanying book) Set	5.00
<u>Educational Projections Corporation:</u>	
Readiness Reading Program, used with Model 888 Viewer, includes viewer	485.00
<u>Dexter and Westbrook:</u>	
Riddle, Riddle Rhyme Time	
Fun with Words	
We Read Sentences	
Pronoun Parade, per box	4.50
<u>American Guidance Service:</u>	
Peabody Kits	

VISUAL ASSOCIATION

<u>Milton Bradley:</u>	
<u>Milton Bradley:</u>	
<u>Flannel Board Aids:</u>	
Pictures that Rhyme, Opposites, Beginning Sounds, Seasons, Farm Animals, ea.	2.50
Assorted Lotto Games	
<u>Continental Press:</u>	
Incongruities in Pictures	
Pattern Completion	
Thinking Skills, per box	3.50

Visual Association - continued

Ideal:

Pegboard:

Classification, Opposites, ea.	1.50
Magic Cards, Classification, Opposites, Sequence, ea.	1.50
Transparencies, Classification, Opposites, sequences, Complete set (or components available separately)	
Complete set	30.00

Instructo:

Classification Game Instructo Activity Kit	4.50
Discovering Opposites Activity Kit	3.95
Concept Builders	4.95

Teaching Transparencies, Instructo:

Learning the Alphabet	3.95
Tell the Story, Change the Ending	3.95
On My Way to School I Saw	3.95

<u>SRA:</u> Detect Program complete	285.00
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<u>Developmental Learning Materials:</u>	1.00
Association Picture Cards	

Follett Publishing Company:

Frostig Program of Visual Perception, complete or
Specific remediation program.

MANUAL EXPRESSION (Motor Encoding)

Charles Merrill Books, Incorporated:

Purdue Perceptual-Motor Survey (Remedial Activities included in the Survey)	4.95
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All-Florida School Supply:

Rhythm Records (Physical Fitness), ea.	4.95
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Educational Record Sales:

Creative Rhythms, set of four albums, ea.	7.50
Developing Body-Space Perception Motor Skills, 2 records, ea.	4.98
Dance-A-Story, 4 albums	12.50

VOCAL EXPRESSION (Vocal Encoding)

Ideal:

Transparencies - On My Way to School I Saw, Tell the Story, Change the Ending, ea.	3.95
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Vocal Expression (Vocal Encoding) - continued

David Scott:
Teaching Pictures, ea. 1.98

Puppets

Charles E. Merrill Books, Incorporated:
Using Experience Charts with Children

Eye-Gate House: (146-01 Archer Avenue, Jamaica, N. Y.)
Filmstrips:
Name the Right Word, Synonyms, Homonyms, and
Find Another Word
Read and Tell, See and Tell (nine strips, ea.)

GRAMMATIC CLOSURE (Auditory-Vocal Automatic)

Dexter and Westbrook:
We Read Sentences, box 4.50

Anti-Defamation League of B'nai-B'rith:
Bereiter and Engelmann's Language Learning Activities, .60

(New York: 315 Lexington Avenue, New York 10016)
(Miami Office: 907 Seybold Building, Miami, Florida 33132
Mr. Arthur Teitelbaum)

Scott Foresman:
Letter and Word Cards, Set 1 and 2, ea. 1.02

Kensworthy:
Word and Phrase Sentence Builder, ea. .60

Instructo:
Together We Speak, Choral Readings 1.25

Teacher's Publishing Company:
Choral Speaking and Speech Improvement 2.25
Verse Choir in the Elementary School 2.25

AUDITORY MEMORY (Auditory-Vocal Sequential)

Educational Record Sales:
Rhythmic Activities Records, ea. 4.98
Call in Response, ea. 4.25
Counting Games and Rhythms, ea. 4.25

Auditory Memory (Auditory-Vocal Sequential) continued

Choral Speaking Resource Materials listed under
Grammatic Closure would be useful

Language Master (Bell and Howell) and Tape Recorders,
using prerecorded sequences to be repeated or
written by the child. 250.00

VISUAL MEMORY (Visual-Motor Sequential)

Milton Bradley Company:

Memory Game	2.00
Sequence Cards	1.25
Flannel Board Story Kits	2.50
Link Letters	.60

Beads and Pegboards

Instructo:

Let's Learn Sequence	3.50
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All-Florida Supply:

Judy, See Quees Sets, ea.	1.00- 1.95
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Developmental Learning Materials:

Dot to Dot Pattern Sheets	4.00
Sequential Pictures	1.00

Charles E. Merrill Books, Incorporated:

Nikki, first grade level	.96
Uncle Funny Bunny, second grade level	.96
(These have good sequencing exercises)	

Halsam Products:

Anagrams	2.00
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Teachers College Press, Columbia University, 1951:
Games from Reading Aids Through the Grades, by
Russell and Karp, particularly games 181, 197,
162, 44, 45, and 59.

Teachers Publishing Corporation: Darien, Connecticut, 1963
Games from Language Games, Wagner, Hosier, and
Blockman, particularly games 5, 61, 29, and 39.

All-Florida School Supply Company, P.O. Box 2313, Jacksonville, Florida 32202
American Guidance Service, Publisher's Bldg., Circle Pines, Minn. 55014
Beckley-Cardy, 1900 N. Narragansett, Chicago, Ill. 60639
Bell and Howell, Ronald A. Trumble, Box 1266, Jacksonville Beach, Florida 32050
Charles E. Merrill Books, Inc., 1300 Alum Creek Drive, Columbus, Ohio 43216
Cuisenaire Co. of America, 12 Church Street, New Rochelle, N.Y. 10800
David C. Cook Pub. Co., 850 North Grove Ave., Elgin, Ill. 60120
Developmental Learning Materials, 3505 North Ashland Avenue, Chicago, Ill. 60657
Dexter & Westbrook, Ltd., 111 S. Centre Ave., Rockville Centre, N.Y. 11571
Educational Activities, P.O. Box 392, Freeport, N.Y. 11520
Educational Developmental Lab., Inc., Div. of McGraw-Hill, Systems for Learning, Inc., 51 W. Washington St., Orlando, Florida 32801
Educational Projections Corp., 527 S. Commerce St., Jackson, Miss. 39201
Educational Record Sales, 157 Chambers Street, New York, N.Y. 10007
Educational Service, P.O. Box 219, Stevensville, Michigan 49127
Follett Pub. Co., 1010 W. Washington Blvd., Chicago, Ill. 60607
Holt, Rinehart & Winston, Inc., 383 Madison Avenue, New York, N.Y. 10017
L. W. Singer Co., 249 W. Erie Blvd., Syracuse, New York 13201
Scott Foresman, 3145 Piedmont Rd., N. E. Atlanta, Georgia 30305
Speech and Language Materials, Inc., P.O. Box 721, Tulsa, Okla. 74101

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2. Ashton-Warner, Sylvia, Teacher, New York, Simon and Schuster, 1963.
3. Deutsch, Cynthia P., "Education for Disadvantaged Groups; The Mentally Retarded", Review of Educational Research, 35 (April 1965).
4. Frenald, G. M., Remedial Techniques In Basic School Subjects, New York, McGraw Hill Book Co., 1943.
5. Gillingham, A. and Stillman B., Remedial Reading Training for Children with Specific Disabilities in Reading, Spelling, and Penmanship, Bronxville, New York, Appleton-Century-Croft, 1969.
6. Gillingham, A. and Stillman, B., The Prevention of Scholastic Failure Due to Specific Language Disability, Bulletin Orton Soc. (6).
7. Hegge, Kirk and Kirk, Remedial Reading Drills, Ann Arbor George Wahr, 1936.
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9. Kepert, Newell C., The Slow Learner In The Classroom, Charles E. Merrill Publishing Co., Columbus, Ohio.
10. Kirk, Samuel A. and Bateman, Barbara D., "Diagnosis and Remediation of Learning Disabilities", Exceptional Children 29 (October, 1962).
11. Klein, D. B., Mental Hygiene (rev. ed.) Henry Holt and Co., Inc. New York, 1954.
12. Monroe, M. (1932) Children Who Cannot Read, Chicago, University Chicago Press.
13. Monroe, M. and Backus, B. (1937) Remedial Reading, Boston, Houghton Mifflin.
14. Russell, D. H., Children's Thinking, Boston, Ginn and Co., 1956.